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The Junior High School

Its Feasibility in the Catholic Educational System

Dissertation

Submitted to the Faculty of Philosophy of
the Catholic University of America
in partial fulfilment of the requirements for the

DEGREE OF DOCTOR OF PHILOSOPHY

BY

REV. JOSEPH E. HAMILL
Diocese of Indianapolis

Washington, D. C., 1922

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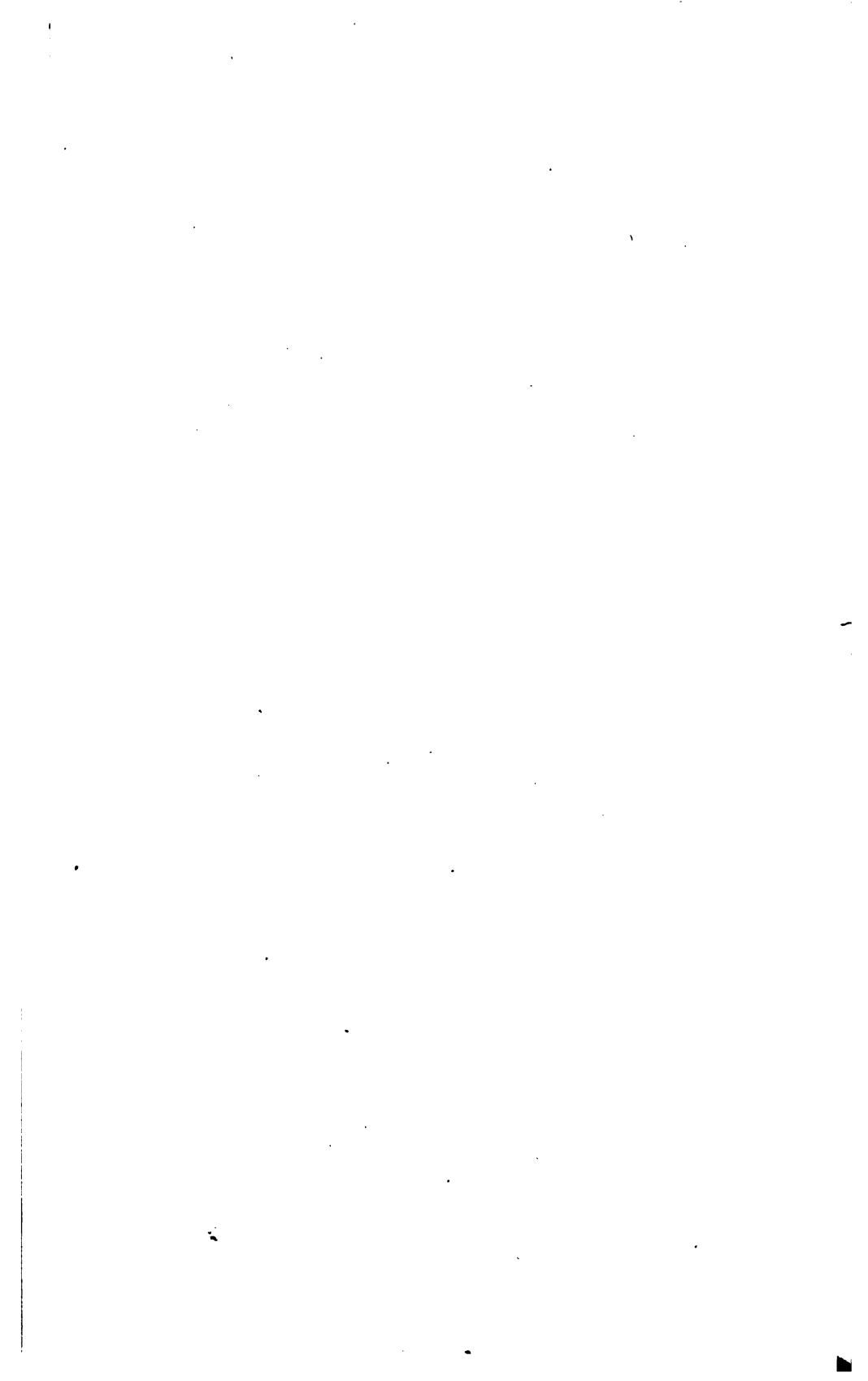


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PREFACE

The widespread and thorough consideration given to every phase of the junior high school during the past thirty years is evidence of its importance. The most eminent educators of the country have studied the movement and written on it. Practically every educational association in the country has devoted much time to it in its annual meeting. Boards of Education, superintendents of school systems, the members of various teacher organizations have become interested in it. A rather extensive junior high school literature has developed and attempts have been made by a large number of school systems to reorganize in conformity with the theory.

There are many different viewpoints from which this institution can be treated. The psychological aspect presents many unsolved problems. Many philosophical questions in respect to the junior high school remain to be settled. The advantages and disadvantages have not been fully measured. Numerous administrative problems, such as securing or preparing qualified teachers, determining methods of teaching, reorganizing the curriculum, deciding the length of the recitation period, of the school day and of the school year, etc., etc., must be further studied and much experimentation done before a solution of the difficulties involved can be reached.

The discussions of Catholic educators have been confined for the most part to a general examination of the theory, to some particular defects of the traditional system, e. g., retardation, elimination and reorganization of the elementary curriculum. No attempt has been made to introduce the junior high school into the Catholic system. The purpose of this dissertation is to offer a general plan whereby this institution might be made a

part of the Catholic system. With this end in view an outline of the history of the movement is presented in the first chapter. Its aims are discussed in the second. In the third various views concerning the meaning of the term, junior high school, are considered. Some of the results obtained in junior high schools in the State system are presented in the fourth. In the fifth and last chapter the purposes of the junior high school are briefly discussed in relation to the aims of Catholic education and a plan suggested for its establishment in the Catholic system.

The plan suggested is not expected to settle finally this immensely important and intricate question, but is offered with the hope that it may serve as a practical basis for working out the details of a Catholic junior high school.

The writer is pleased to acknowledge his indebtedness to all the professors of the University whose courses he followed during his three years residence; in particular he feels indebted to Very Reverend Doctor McCormick under whose direction his major work was pursued. Acknowledgment is made to the writers whose works were used, especially to Doctors Thomas H. Briggs, Calvin O. Davis and Aubrey Augustus Douglass. To the Right Reverend Joseph Chartrand, D.D., Bishop of Indianapolis, the writer is particularly grateful for the permission accorded him to spend three years in graduate study at the Catholic University of America.

CHAPTER I

ORIGIN OF THE JUNIOR HIGH SCHOOL MOVEMENT

The three decades between 1830 and 1860 approximately represent the period of struggle for recognition on the part of the graded system of elementary schools. During this period, through the efforts of Horace Mann in Massachusetts, Henry Barnard in Connecticut, John D. Pierce in Michigan, and Calvin E. Stowe in Ohio, the educational forces of the country were gradually concerted into a movement to organize the elementary schools on a graded basis. During the early part of this period the progress was slow, but by 1860 "nearly every city and town of any consequence in the country, as well as many populous rural communities, had its own system of elementary schools organized on a graded basis with a definite course of study, embracing definite time limits, the whole sanctioned and protected by legislative enactment."¹

In less than ten years after the advocates of the graded system of elementary schools had won recognition for their views, a discussion was started by Harris, superintendent of the St. Louis public schools, on its disadvantages as it was then established. In his annual reports issued between 1868 and 1875, Harris endeavored to show that annual promotions with a common standard for all children failed to provide for their different capacities, temperaments, tastes and mental and physical endowments. The responsibility for this failure, according to Harris, rests upon the supporters of the graded school who attempted to provide a system of education for the average child, which child does not exist. He contended that the system must be so modified that it would deal justly, both with the child above the

1. Bunker, Frank Forest, *Reorganization of the Public School System*. Bulletin, 1916, No. 8, U. S. Bureau of Education, page 34.

average and with the child below the average. As a constructive suggestion, he advanced his theory of frequent classification and frequent promotion whereby, as he believed, each child could find his level and not be retarded by the superiority of some children or by the inferiority of other children. The intent of Harris was to provide an arrangement whereby, while children were being educated in groups—an economic necessity as well as a social advantage—their individual differences would receive the proper consideration.²

The scholarly treatment of the disadvantages of the graded system by Harris and his clear and logical explanation of his theory to remove these disadvantages attracted the attention of a large number of eminent educators throughout the country. While many of these educators found sufficient reason in the arguments of Harris to agree with his views, others did not hesitate to disclose what they considered the shortcomings of the plan and some even strenuously opposed its adoption. It is noteworthy, however, that practically all the educators of the country, who expressed opinions on the theory of the St. Louis superintendent, acknowledged the existence of the disadvantages he had pointed out, even though all could not agree with his views relative to the remedy. This general concession is very clearly stated in the paper of Hon. E. E. White, of Ohio, read at the Convention of the N. E. A. held in Detroit in 1874. Speaking in favor of the St. Louis plan of frequent classification and frequent promotion, White declared: "It is believed by many experienced superintendents and other intelligent observers that the universal experience of graded schools condemns the prevalent practice of promoting children but once a year with a year's interval between the classes."³

2. *Report of the United States Commissioner of Education, 1898 to 1899.* Vol. I, page 304.

3. *Ibid.* p. 304.

As a result of this general acknowledgment of certain deficiencies in the promotional plans of the elementary schools, a great many different methods of solving the problem were advanced. A rather accurate summation of the methods proposed may be found in the attempt of Dr. Philbeck in 1885 to harmonize these varying views. After reviewing the problems of promotion and giving due consideration to prevalent practice, he set forth the following conclusions:

1—For the lower grades, annual promotion is not sufficiently frequent.

2—The quarterly promotion is perhaps too frequent, especially if carried through all the grammar school grades, necessitating quarterly graduation from the grammar school and quarterly admission to the high school.

3—Better than either of these extremes is the plan of semi-annual promotions in the lower grades and annual in the upper.

4—It should be understood that a division (that is, the body of pupils in one room under one teacher) may be composed of pupils belonging to two different grades or classes, if the just classification requires such an arrangement.

5—Promotions should be made both by classes and individually.

6—In determining the qualification of the pupil for promotion, his mental capacity, physical condition and age should be taken into account, as well as his scholastic attainments; the examiner should ask himself, is this pupil capable of doing the work of the next class without injury to himself?

7—Promotion should not be made on the basis of a predetermined percentage of examination results. Pro-

motion from class to class should be made by the principal.

8—Promotion of primary scholars, comprising pupils from five to eight or eight and a half years of age, should not be made to depend on the result of a written examination.⁴ These conclusions of Philbeck, however, did not settle the question.

Many other plans of frequent promotion by which it was hoped to prevent the retardation of the more gifted children and not to overwork the less gifted were devised a little later and introduced into school systems in different parts of the country. In Batavia, New York, a plan was introduced by which one-half of the teacher's time might be free from class work, and might be devoted to helping the pupils in their studies. When the number of pupils in one class exceeded fifty, an assistant teacher was provided for the class so that recitation work and assisting pupils in their study could go on simultaneously. This plan has been in use for the past twenty years in this city and has proven its value in decreasing retardation and non-promotion. But it has been criticised on the grounds that it tends toward producing average results and thus fails to provide for the more gifted children.⁵

In Pueblo, Colorado, a plan somewhat similar to the Batavia plan was worked out. In Pueblo, however, the classes were small. Each class was divided into five smaller groups of about the same size, and each of these smaller groups progressed at different rates of speed. The primary aim of this plan is to provide for the needs of the individual pupil. It was arranged that children could pass from one group to another as their progress warranted. The ease with which pupils were transferred from one division to another under this plan practically eliminated non-promotion.⁶

4. *Circular of Information*, No. 1, 1885, U. S. Bureau of Education.

5. Cubbery, Ellwood P., *Public School Administration*, pp. 301-302. Houghton Mifflin Co., New York.

6. *Ibid.* p. 302.

The new Cambridge plan is another effort to overcome the problem of retardation and non-promotion. In this plan two elementary courses were arranged, one consisting of six years, the other of eight. The children who were able to finish the elementary school in six years were given an opportunity to do so, while those who needed eight years were permitted to proceed at a rate compatible with their ability. There must be some failures in this plan for it is hardly probable that all children will be able to proceed as rapidly as the eight year course demands. Provision was made for this contingency to some extent by dividing each class into three groups. Due to this arrangement the child that fails is obliged to repeat only one-third of a year and not an entire year.⁷ This plan has been widely used in large school systems, but is obviously unsuited to small systems.

Similar plans were worked out in Portland, North Denver, Elizabethtown, Baltimore, and in several other places. The underlying principle is to prevent the retardation of the brightest children and to provide for the differences of children. Each of these plans, in the opinion of authorities, has some excellent features and has produced excellent results where introduced, but no one of them proved to be entirely satisfactory.⁸

The period (1860-1890) that marked the attempts to remedy the defects of the elementary school may, generally speaking, be said to embrace the same years that witnessed the struggle for existence of the high school. Before 1860 there were few such institutions, although the high school movement had begun as early as 1821 with the establishment of the English classical high school of Boston. The number of these schools established between 1860 and 1890 has been variously estimated by a number of writers. However, there seems to be no satisfactory data prior to 1890, when the com-

7. *Ibid.* pp. 304-305.

8. *Ibid.* pp. 305-308.

missioner of education began to give some figures.⁹ But it was not until well on into the last half of the nineteenth century that the right of the State to establish high schools and to support them from the public treasury was recognized.¹⁰ These high schools at first, however, varied so greatly in regard to time allotment for completing their courses that in 1888 the National Educational Association adopted a formal resolution demanding that the high school period be made uniformly four years.¹¹ From that time on to the present, high schools have multiplied very rapidly in all parts of the country. In 1890 there were 1657¹² high schools in the whole country. In 1916 this number had increased to 14,206.¹³ During this time special attention was given to the problem of satisfying the demands of those who were and those who were not preparing for college.

During approximately the same period (1860-1890) that has been designated as the period of development of the elementary school and the period of struggle for existence of the high school, the president and faculty of Harvard University began another very interesting and important investigation in the field of higher education. In his report for the scholastic year, 1872-1873, President Eliot called attention to the steadily increasing age at which students enter college. He stated, in this report, that "the average age of admission has gradually risen until it is now a little over 18 years, and the college faculty, thinking that age to be high enough, do not wish to require for admission anything more than a

9. Inglis, Alexander, "*Principles of Secondary Education*, p. 194. Houghton Mifflin Co., New York.

10. Johnston, Charles H., and others, "*High School Education*," p. 64. Charles Scribner's Sons, New York.

11. *Proceedings, N. E. A.*, 1888, pp. 403-404.

12. Estimate of Dexter, Edwin G., "*A History of Education in the United States*," p. 173. New York, 1904.

13. *Report of the U. S. Commissioner of Education*, 1917, Vol. II, p. 543.

boy of eighteen of fair capacity and industry may reasonably be expected to have learned."¹⁴

Again in 1885-1886, President Eliot noted that the average age of admission to college had increased to such an extent that "about two-fifths of the freshmen are over nineteen at entrance."¹⁵ This situation determined the faculty to seek for a remedy whereby the average age of entrance to college might be reduced to eighteen years. Four different proposals were made by the Harvard faculty as possible solutions of this particular problem. The first three of these proposals were confined chiefly to suggested changes within the college itself.¹⁶ The fourth proposal was a call to those responsible for elementary and secondary education to seek some means of saving time in their respective fields. This last plan, for remedying the specific problem of decreasing the average age at which students enter college, was placed before the educational world by President Eliot in 1888 in that famous address which is commonly considered the beginning of the movement to investigate the entire school system of this country with a view to reorganizing the three great divisions of education according to their natural functions and their true relationships.

In this address President Eliot declared: "The average age of admission to Harvard College has been rising for sixty years past, and has now reached the extravagant limit of eighteen years and ten months." This condition, he believed, was so unreasonable that he further declared: "Some remedy is urgently demanded." Then, after pointing out the arguments in favor of shortening and enriching the school program, President Eliot suggested the following means to accomplish the necessary reform:

14. *Harvard Reports*, 1872-1873, p. 10.

15. *Harvard Reports*, 1885-1886, p. 7.

16. Bunker, Frank Forest, *op. cit.*, p. 44.

1—Better teachers must be secured. This can be done by providing a more secure tenure of office and by increasing the proportion of male teachers in the schools.

2—More substantial and more interesting programs must be provided.

3—The time allotted to elementary education must be shortened.

4—The erroneous notion of teachers that it is necessary for the child to master one thing before he goes to another and the undue caution of parents on the other hand to prevent overpressure must be removed.

5—The school hours, which have been decidedly shortened during the past two generations, must be lengthened.¹⁷

This paper of President Eliot was widely read and discussed by college and university professors and educators throughout the country.¹⁸ His emphasis of the importance of the problem and a realization that the existence of many deficiencies in the several divisions of the educational system had been acknowledged for a long time, caused the leading educators of the country to turn their attention to a consideration of the entire range of the school system in order to determine what should be done.

In 1892, the National Educational Association appointed a committee of ten to investigate the secondary schools of the country. Owing to the close relationship of these schools to the elementary schools on the one side and to the colleges on the other, this investigation necessarily involved the study of many problems that affect the whole educational system. The recommendation of this committee that directly affected the elementary

17. Address in full in *Proceedings of the Department of Superintendence of the National Educational Association*, 1888, pp. 101-118.

18. Bunker, Frank F., *op. cit.*, p. 47.

schools and the high schools was the following: "In the opinion of the committee, several subjects now reserved for the high school, such as algebra, geometry, natural science and foreign languages should be begun earlier than now; or as an alternative, the secondary school period should be made to begin two years earlier than at present, leaving six years instead of eight for the elementary school period."¹⁹

This report, which received considerable attention in all parts of the country, and which was discussed quite generally in educational publications by well-known writers, was probably responsible for the appointment in the same year of the committee of fifteen on elementary education by the department of superintendence of the National Educational Association. This committee formulated a series of questions which were sent to representative school men and women in all sections of the country. The report of the committee was based to a great extent upon the replies to these questions and for this reason, the opinion expressed by the committee may be considered fairly representative of the general sentiment of the country. In view of the answers received to the direct question: "Should the elementary course be eight years and the secondary course four years, as at present? Or should the elementary course be six years and the secondary course six years?"²⁰ The committee reported: "Your committee is agreed that the time devoted to elementary school work should not be reduced from eight years, but they have recommended, as hereinbefore stated, that in the seventh and eighth years a modified form of algebra be introduced in place of advanced arithmetic and that in the eighth year English grammar yield place to Latin. This makes, in their opinion, a proper transition to the studies of the secondary school and is calculated to assist the pupil materially

19. *Report of the Committee of Ten*, p. 45.

20. *Report of the Committee of Fifteen on Elementary Education*, p. 10.

in his preparation for that work. Hitherto the change from the work of the elementary school has been too abrupt."²¹ On the question of differentiated courses and departmental teaching, the members of the committee did not agree.²²

The next study made under the auspices of the National Educational Association was in charge of a committee on college entrance requirements. The findings of this committee were presented to the department of secondary education of the N. E. A. at the meeting of the Association held in Los Angeles in 1899. In this report it was strongly recommended: "That the last two grades that now precede the high school should be incorporated in it."²³ One reason given for this view was that the work required in the high school was in the judgment of the committee more than could be done in the period of time allotted to it. In addition to this argument from authority, the committee held that the child reaches a natural turning point in his life at the end of the sixth grade rather than at the end of the ninth; that this new arrangement of time would permit other changes which would provide for an easy transition from the elementary to the secondary school; that this arrangement would tend to lessen elimination, and finally that it would provide a better articulated system of education.²⁴

The second period of the discussion of the problem raised by President Eliot was devoted to the consideration of practical ways and means of bringing about this desired reorganization of the school system. This period extended approximately from 1900 to 1912.²⁵ During the first four years practically every phase of the question of reorganization received consideration and nearly all of the present-day arguments for and against a reorgan-

21. *Ibid.* p. 95.

22. *Ibid.* p. 196.

23. *Report of the Committee on College Entrance Requirements*, p. 23.

24. *Ibid.* p. 30, et seq.

25. Bunker, Frank F., *op. cit.*, p. 73.

ization of both the elementary and the high school may be found in the literature dealing with the question.²⁶ The tendency to shorten the time allotted to elementary education gradually grew very much stronger from 1900 to 1910 and in 1914, Kingsley stated that the old plan of devoting eight years to elementary and four years to secondary education was rapidly becoming obsolete.²⁷

The National Educational Association continued its investigation during this second period through the National Council of Education and the Department of Secondary Education. The progress of the movement was also aided by the studies of the University of Chicago and its affiliated schools under the leadership of President Harper, as well as by the work of the New York and Brooklyn Teachers' Association. Furthermore, the contributions of Professor Dewey, of Superintendent Greenwood, of Kansas City, and the paper of Dr. Little "Should the Course of Study be Equally Divided Between the Elementary School and the Secondary School?" together with the work of President Baker, Drs. Hanus, Snedden and Prichett, and many other educators and educational associations, laid the foundation for the practical experiments which were to be made during the third period of this movement.

During these first two decades, however, effort was not confined entirely to theoretical discussion. Besides the frequent promotion plans adopted at Batavia, Cambridge, Pueblo and elsewhere, a number of other attempts were made by superintendents in different parts of the country to improve conditions in the schools under their direction. There was a general tendency in those places where nine years had been given to elementary education to reduce the time to eight and in the South where the high school course was quite generally limited to

26. Douglass, Aubrey A., *The Junior High School*, p. 11. Fifteenth Yearbook of the National Society for the Study of Education, Part III. Public School Publishing Co., Bloomington, Ill.

27. *Proceedings of the N. E. A.* 1914, pp. 483-488.

three years, there was a noticeable tendency to add a year and thus conform to common practice. Then too, plans were devised in a number of cities to make their systems of promotion so flexible that some children might complete the elementary course in a shorter time and certain other children might be given more time than was generally required.²⁸

Out of all the discussion and experiment, therefore, of the first two periods of this movement came a rather definite opinion that the best solution of the problem lay in lengthening the time devoted to secondary education and shortening the time commonly given to elementary school work, and a number of cities at a comparatively early date began to reconstruct their school systems in accordance with this new theory. In these attempts at reorganization, the junior high school was born because, in almost every instance where an attempt was made to improve the existing system, are found one or more of the features that are now quite commonly accepted as characteristics of this institution.

In Richmond, Indiana, since 1896, the seventh and eighth grades have been housed in a separate building centrally located where the work is carried on departmentally. Then, too, different courses of study have been offered "a Latin course, a German course, and one in which the study of English predominates."²⁹ In June, 1898, a six-year high school course of study was adopted for the six upper grades in Saginaw, Michigan; between 1896 and 1910, seventeen other cities are mentioned by Bunker as having similarly reorganized, illustrating the tendency to depart from the 8-4 plan.³⁰ Douglass, however, contends that from the standpoint of the present conception of the Junior High School, the pioneers are Columbus, Ohio (1909); Berkeley, California (1910);

28. Bunker, *op. cit.*, p. 76.

29. Mott, T. A., *Correlation of high school and grammar school work*. Proceedings, N. E. A., 1901, p. 277.

30. Bunker, *op. cit.*, pp. 79 to 87.

Concord, N. H. (1910), and Los Angeles, California (1911).³¹ Inglis agrees with Douglass. In this connection he states: "While numerous attempts had been made previously in different parts of the country to reorganize the work of the late grades of the elementary, the real beginning of the present junior high school or intermediate school movement is probably to be found in the reorganization of the school systems in Columbus, Ohio (1908); Berkeley, California (1910); Concord, New Hampshire (1910), and Los Angeles, California (1911)."³²

From 1910 up to the outbreak of the World War, the number of places that reorganized their educational systems in whole or in part increased from year to year. The progress of the movement was interrupted during the period of the war, but now there are evident signs of the resumption of the work of establishing junior high schools, especially in the larger cities.

To show the rapid progress of the junior high school movement, its advocates have compiled a number of statistical tables, a few of which are reproduced here. None of these tables pretends to be mathematically exact, nor is it claimed that every school listed is a full-fledged junior high school. Assuming that every city or town which claims to have a junior high school really has one, or at least has made some effort to readjust its school system in accord with this theory, it seems clear that the new movement has been very widely accepted in a rather short space of time.

The following table is taken from Douglass.³³ It shows the years of organization of 159 junior high schools:

31. Douglass, *op. cit.*, pp. 25 and 26.

32. Inglis, Alexander, *Principles of Secondary Education*, p. 292. Houghton Mifflin Co., New York.

33. Douglass, A., *op. cit.*, p. 25.

1896	'98	'99	1900	'02	'04	'07	'08	'09	'10	'11	'12	'13	'14	'15	'16
1	2	1	1	2	1	2	3	2	4	6	14	31	41	36	13

Bennett³⁴ gives a list of the junior high schools in existence in 1916. "Reports show them distributed among the States as follows":

Indiana	24	New Jersey	6	Iowa	3
Minnesota	24	Ohio	5	Connecticut	2
North Dakota ...	20	Oklahoma	5	Kentucky	2
Pennsylvania ...	16	Tennessee	5	Maine	2
California	15	Texas	5	Vermont	2
Kansas	13	Colorado	4	Alabama	1
New York	13	Missouri	4	Arizona	1
Illinois	9	Montana	4	Arkansas	1
Massachusetts ...	8	South Dakota ...	4	Florida	1
Michigan	8	Utah	4	Georgia	1
Oregon	7	Virginia	4	New Hampshire .	1
Idaho	6	Wyoming	4	Rhode Island ...	1
Nebraska	6	Washington	3		

According to the above table, there were 254 junior high schools in existence in 1916, and these were distributed throughout 38 States. The following year, Briggs found that there were 791 schools of this type in the United States and one or more was established in each of the 48 States. The distribution of these 791 junior high schools among the different States is shown in table No. VII, p. 61, in Briggs' work on the junior high school. Assuming that these two tabulations are equally accurate, it seems reasonable to conclude that the changes in so far, at least, as the extent of the movement is concerned, are taking place so rapidly that any calculation of the number of junior high schools in existence will be quite unreliable after the lapse of one year. For the

34. Bennett, G. Vernon, *The Junior High School*, p. 39. Baltimore, Warwick and York, 1919.

sake of illustration, a few of the more notable changes shown in the two lists are set down in the following two columns:

BENNETT'S TABLE (1916)		BRIGGS' TABLE (1917)	
Indiana	24	Indiana	46
California	15	California	51
Massachusetts	8	Massachusetts	79
New York	13	New York	47
Iowa	3	Iowa	40
Illinois	9	Illinois	29
Ohio	5	Ohio	34
Utah	4	Utah	31
Oklahoma	5	Oklahoma	25
Missouri	4	Missouri	21

Probably the latest attempt that has been made to list the junior high schools in this country is found in "The Junior High Clearing House" for April, 1920. Here these schools are enumerated according to the size of the city or town in which they are located. The following table is compiled from the data contained in this list:

TABLE

<i>Population</i>	<i>No. of Schools</i>
100,000 or more	81
30,000 - 100,000	91
10,000 - 30,000	88
5,000 - 10,000	101

The total according to this reckoning is 361. It must be noted, however, that only places of 5,000 or more inhabitants are mentioned. According to this same publication: "There are upwards of 2,000 schools in the United States which have junior high schools in name or in fact."³⁵

35. The Junior Clearing House, Vol. 1, March to April, 1921, No. 8, p. 4.

The number of variations in the attempts made to determine the extent of this movement is very large and clearly shows that there is as yet no common acceptance of the meaning of the term "Junior High School." This is the condition at the present time. It seems to indicate quite clearly that attention just now is centered upon testing the workability of every proposal suggested. The underlying principles of the theory are generally accepted. The many plans devised to translate these principles into practice are being tested in the laboratory of the school room. The junior high school is still in the developmental stage. Nevertheless the experiments that have already been made are sufficient to suggest that the junior high school in some form will soon be an integral part of the school system in this country.

CHAPTER II

THE PURPOSES OF THE JUNIOR HIGH SCHOOL

The criticisms that have been hurled at the school system in our country during the past thirty years leave no doubt that there exists a wide-spread dissatisfaction with the waste in education and with the results obtained under the conventional type of school organization. The literature of this period is filled with complaints from men in all walks of life that our educational system is not efficient, that it is not economical. The practical efforts made to secure better methods of grading and greater flexibility in promotion; the introduction of departmental teaching and modified forms of election in the upper grades of the elementary school; the attempts to enrich the curriculum; and the introduction of manual training in the seventh and eighth grades are further evidence of the general conviction that the existing system was far from perfect.

This general dissatisfaction was naturally followed by a strong demand for remedies. In an attempt to meet this demand, the educators of the country started a movement for complete reorganization of our educational system—elementary, secondary and higher. The result of the theoretic discussion and experimentation, occasioned by this movement, will be, it is hoped, an educational system in which the divisions will be determined, not by any arbitrary method, but by their natural functions and their natural relationship.

The three-fold division of the educative process, elementary, secondary and higher, has been accepted from very early times, but every attempt to determine the boundary lines of each division has been unsatisfactory. An exact definition of elementary education, of secondary education, and of higher education is indispensable

for satisfactory reorganization. A clear distinction between elementary and secondary education is particularly important for the phase of the movement with which the junior high school is concerned. Hence, it will be necessary to point out the bases upon which this distinction is made in order to define the purposes of the junior high school.

One basis, commonly used in the past, is the chronological age of the student. The failure of this criterion is clearly seen in the actual age-grade distribution of children in the United States. Inglis¹ found that children twelve and thirteen years of age are found in every grade from the first in the elementary school to the second year in high school; children of fourteen, from the first year in school to the third year in high school; and in all grades he found some pupils fifteen, sixteen and seventeen years old.

In a similar way, it has been shown that distinction based on social factors, though of considerable importance in other countries, until quite recently at least, is insignificant in this country. Neither does the distinction based upon studies conform to present day theory, although as late as 1912, the Federal Bureau formulated this definition of a secondary or high school student: "Secondary student (or high school student) should be taken as meaning a student who has completed an elementary school course of at least seven years in length (ordinarily eight) or its equivalent, and has pursued within the last year two recognized high school studies; e. g., Latin, French, Algebra, Geometry, Physical Geography, Physics or General History."²

The psychological and physiological development of the children is another basis for a distinction. It has been more frequently and persistently defended as the

1. *Principles of Secondary Education*, p. 5. Houghton Mifflin Co., N. Y.

2. *Bulletin U. S. Bureau of Education*, No. 22, p. 5 (1912).

true basis for the distinction than any other one factor. Examination of children in school, however, has revealed the fact that the majority of children in the elementary school are immature and the majority in the high school are mature. And these investigations have further demonstrated that the pupils of the last two grades of the elementary school and the first of the high school are so mixed that a distinction between elementary and secondary education based upon the stage of development of the children is impossible at this most important point.³ Moreover, Inglis found that the children in the first six grades are nearly all immature and those in the last three grades of the high school are nearly all mature.⁴ This would leave a group of children approximately twelve to fifteen years of age who might be classed as intermediate pupils, i. e., neither elementary nor secondary, but between the two. Only in general are these last two statements true for Crampton,⁵ also Douglass, has shown from figures that physiological and chronological age do not coincide.⁶ Hence, physiological and psychological development, although very important factors, do not offer a sufficient basis upon which to make the distinction.

These bases of distinction are the principal ones that have been advocated. But no one of them has been generally accepted. Now, in order to establish a uniform basis of distinction, and one which seems to conform to scientific educational theory, the advocates of the junior high school idea have adopted tentatively a definition of elementary education and secondary education. Elementary education, according to them, is that portion of the educative process which is proper for childhood and con-

3. Inglis, *op. cit.*, pp. 61-62.

4. *Ibid.* p. 262.

5. Crampton, C. W., *Anatomical or physiological age versus chronological age*. Pedagogical Seminary, Vol. 15, pp. 230-237.

6. Douglass, *The Junior High School*, Fifteenth yearbook, Nat. Soc. for the Study of Ed. Part III, pp. 39-44.

sists in the acquisition of the tools of education together with those habits, attitudes, facts and ideals that are necessary for social solidarity. Secondary education is that portion of the educative process which is proper to the adolescent period and consists in providing for the different capacities, aptitudes and interests of the individual.

These same authorities further contend that it is not just a matter of establishing a boundary line between elementary and secondary education, but that the organization within these divisions is not functioning as it should in the lives of the students. It is very evident that modern life has become so complex through the comparatively recent industrial, economic and social changes that a larger and ever-increasing number of burdens are being placed upon the school. The function of the school of today, therefore, is quite different from what it was a few decades ago. The conditions of living have become so much more complex, so much more intricate, that the home has been obliged to delegate to the school many features of the child's education which, in times past, were provided for very satisfactorily in the home by the father and mother. Hence it seems quite reasonable that the school, which supplied the educational needs of the children who lived under conditions of comparative simplicity in the past, is entirely inadequate to satisfy the demands of the children of the present day. To assist then in providing a more efficient and more economical system of education, to establish a more reasonable boundary line between elementary and secondary education, and at the same time to meet the increasing demands of modern life on the school, the junior high school movement was inaugurated. It is but one link in the chain of innovations which are attempting a complete readjustment of the entire educational system of the country.

Generally speaking, it is the purpose of the junior high school to remedy the defects of the conventional type of organization in the elementary and secondary schools. For this reason it is deemed necessary to outline the defects of the existing system.

The first defect, from a chronological point of view, to receive serious consideration was the waste of time in the eight-four plan of organization. The most common argument to substantiate the reality of this defect rests upon the results of a number of comparative studies of educational systems which have demonstrated that secondary education is begun at a later period in the child's life in this country than in any other country. The German youth begins his secondary education at the age of nine or ten; the French youth at the age of ten or eleven; while in the United States boys and girls usually do not enter high school until they have reached the age of fourteen or fifteen. The opinions of prominent educators add weight to this argument. Claxton believes "a careful study of schools in various parts of the country will reveal the fact that children now mark time to a large extent through the seventh and eighth grades.⁷ Koos⁸ goes even further than Claxton and says: "There is ample evidence that eight years is more than should be devoted to equipping a normal child with such command of these tools (of education) as he will need to make possible his larger functional education." The report⁹ of the Committee on Economy of Time in Education declared: "six years is sufficient for the normal child." This report of the committee is based upon the replies of a large number of educators throughout the country to a questionnaire. These answers indicate that five-sixths of those who responded believe there is waste

7. Claxton, P. P., *Junior High Clearing House*, Vol. I, No. 2, p. 14. April, 1920.

8. *The Junior High School*, pp. 31-32.

9. *Report of the Committee on Economy of Time in Education*, p. 65. U. S. Bureau of Education, Bulletin No. 38, 1913.

of time in the elementary schools and two-thirds of them think the time should be shortened. It seems, therefore, to be generally admitted that too much time is given to elementary education in the present system.

This rather general conviction that time was being wasted in the schools occasioned a number of investigations to determine the causes of this waste so that proper remedies might be applied. A number of studies of the content of the different subjects of the curriculum, such as Charters and Miller¹⁰ made of the errors in English common to children in the elementary school, Ayers¹¹ study showing the large number of words unnecessary taught in spelling, and Wilson's¹² finding of much non-essential matter in arithmetic, furnish evidence that considerable time is spent in teaching non-essential portions of the various subjects.

Another cause of waste of time in the elementary school is found in the many reviews and in the undue amount of drill work with which the curriculum is crowded. The frequency of these reviews and the unnecessary amount of drill work, it is claimed, will be evident to any one who takes the time to examine a number of elementary school courses.¹³ On this topic Hill¹⁴ discovered that in 169 representative courses of study 40 per cent of the work assigned for the seventh and eighth grades is review. Hill concludes that "to argue that this amount of review is needed in these grades is a sad commentary on the work of the lower grades."

10. Charters, W. W. and Miller, E., "*A Course of Study in Grammar Based upon the Grammatical Errors of School Children of Kansas City, Missouri.*" Bulletin of the University of Missouri, Vol. XVI, No. 2.

11. Ayers, Leonard P., "*Measurement of Ability in Spelling.*" Russell Sage Foundation.

12. Wilson, G. M., "*A Survey of the Social and Business Use of Arithmetic.*" Sixteenth Yearbook of the National Society for the Study of Education, Part II, Chapter VIII.

13. Cf. Article of Carolyn Hoefler in *Elementary School Journal*, Vol. XIX, pp. 545-54.

14. State Normal School, Springfield, Missouri, *Bulletin for October*, 1915.

Other causes are mentioned in the answers received by the Committee on Economy of Time in Education.¹⁵ The following appear to be typical: time is wasted through "odds and ends, fads and frills generally." "Among the causes (of waste of time) are: poor teaching, poor text-books, needless multiplication of the subjects taught, lack of continuity in its grades, such that new personalities and new methods, as the pupils advance, result in undoing what has already been done and producing confusion rather than progress." There is "waste in the elementary school, on account of the lack of great, strong, enthusiastic teachers." Finally it is reported that "one of the greatest sources of waste is due to lack of medical inspection of school children."

While no one of the arguments brought forth to prove that there is a waste of time in the elementary schools would be sufficient to settle the question finally, still when the weight of the accumulative argument is considered, the advocates of reorganization believe, little doubt can remain that waste of time is a real defect of the present plan of elementary school organization in this country.

One of the specific purposes then of the junior high school is to remedy this outstanding defect. It proposes to save one or even two years of time. Different plans have been suggested for the accomplishment of this task. One plan would combine grades six, seven, eight and nine in a way to permit the work of these four grades to be done in three years, in the ordinary elementary school. Upon the completion of the course in the elementary school the child enters the regular tenth grade of the high school. Another plan that has been looked upon with considerable favor is one in which grades seven, eight, nine and ten are combined and the matter of these

15. *Report of the Committee*, p. 65.

grades covered in three years.¹⁶ Other features of the junior high school are expected to contribute to the conservation of time although their chief aim is to realize other purposes of this institution. The junior high school will give the normal child an opportunity to begin his secondary education at about the age of twelve, and thus prevent the undue prolonging of the study of the common branches. It will stop the "marking of time" in the seventh and eighth grades through the abolition of all unnecessary drill work and discouraging reviews. It will necessitate the elimination from the course of study of all subject-matter which is not essential to fit the child for life. By demanding better teachers, it will save the child's time because efficient teaching is essentially time-saving. Better teachers, it is presumed, will be instrumental in eliminating poor text-books, which are necessarily great wasters of time. In short, it is a leading purpose of this new institution to save time by simplifying the course of study, by securing better teachers and better text-books, while at the same time providing more adequately for all the physical and mental needs of the children than is done by the present system.

That the existing plan of school organization in this country has failed and still fails to provide for the individual differences in children is another of its defects that has received wide consideration and very general condemnation. No one will deny that children differ in many respects. Physically children of the same age are unlike in height, weight and lung capacity. The results of an investigation on physical growth of 861 boys and 1,063 girls are presented by Baldwin.¹⁷ This study furnishes 33,840 measurements taken by trained anthropometrists during a period of twelve years, beginning with

16. Bennett, G. Vernon, *The Junior High School*, pp. 17-19. Warwich and York, Baltimore (1919).

17. Baldwin, B. T., "*Physical Growth and School Progress.*" U. S. Bureau of Education, Bulletin No. 10, 1914.

the sixth year of the children's lives. Commenting upon these measurements Baldwin says: "The extremes in growth to be noted are marked, in that the tallest boy at 15½ years of age is 49 centimeters (19.3913 inches) taller than the shortest; the tallest girl at 13½ years of age is 39 centimeters (14.3533 inches) taller than the shortest. The widest range of differences is during the adolescent period . . . The boys are taller than the girls from 6 to 11 years of age; the girls then become taller and remain so until 14½, when the boys are taller."¹⁸

In speaking of the weights of these same children taken during the same period of time at intervals of one year and one-half year, Baldwin remarks: "It is to be noted there is a much wider range of cases here than in the height distribution. . . . The widest range of differences is found during the adolescent period, and in particular at the age of 15 years, where the heaviest boy weighs 110 pounds more than the lightest, and the heaviest girl 104 pounds more than the lightest. The boys are heavier than the girls from 6 to 12½ years of age; the girls then become heavier and remain so until 16, after which the boys again are heavier."¹⁹

This study reveals that there is less uniformity in lung capacity than in weight. As illustrations of the extreme fluctuations, the following cases are cited: "From 11 to 12 years of age the lung capacity varies from a loss of 2 to a gain of 46 cubic centimeters; from 13 to 14 it varies from a loss of 16 to a gain of 56 cubic centimeters; from 14 to 15, from a gain of 2 to a gain of 66 cubic centimeters; from 16 to 17, from a loss of 2 to a gain of 56 cubic centimeters."²⁰

There is ample evidence to show the wide variations in mental ability of children. The range of differences

18. *Ibid.* p. 16.

19. *Ibid.* p. 16.

20. *Ibid.* p. 24.

between the best and the worst in a large number of mental tests given to thousands of individuals may be seen in any of the works on mental measurements. In view of the results of these mental tests, Starch²¹ says: "The investigation of this problem in recent years has brought out the fact that the differences among human beings are very much greater than has commonly been thought. If we measure a group of pupils in a given class or grade, we find that on the average the best pupil is able to do from two to twenty-five times as much as the poorest pupil, or is able to do the same task from two to twenty-five times as well as the poorest pupil."

It is equally true that children differ in the keenness of their powers of sensation; there are differences due to experiences encountered before they entered school, to peculiar advantages or disadvantages of home life, to physical and mental defects; and, finally, children differ in their capacities, tastes and interests.

That these individual differences of children must be recognized and, as far as possible, be provided for by the school seems to be obvious. To some extent, these differences must receive consideration in the elementary school, and, as is well known, attempts have been made to provide for them through frequent promotional plans, the establishment of special classes, by individualizing the recitation, and by making assignments in the light of individual needs.

These devices are insufficient for the seventh and eighth grades of the elementary school, it is claimed by the advocates of the junior high school. Something more is needed along the line of differentiation for children of these ages, something which the traditional school is not able to provide. Briggs does not hesitate to say that "even the beginning of differentiation is impossible in

21. *Educational Psychology*, pp. 28 and 29, New York, Macmillan Co., 1919.

the usual elementary school."²² By gathering together large numbers of children of approximately the same stage of development into one school building it will be possible to form classes in which the pupils will be of about the same ability. This method of organization provides the necessary conditions for departmental teaching; it makes possible some election of studies; then too a much enriched and enlarged program of studies can be offered in the junior high school; supervised study is cared for; especially qualified teachers are employed; there is room for vocational training and vocational guidance. It is by means of these features of its organization that the junior high school is expected to make at least a nearer approach than the traditional school to giving every child the kind of education demanded by his peculiar needs.

Before the differences in children can be properly provided for they must be known. Granted that there are differences in seventh and eighth grade pupils sufficiently important to demand special recognition by the school, it surely follows that the school must provide for their discovery. Not even the better elementary eight year elementary schools, it is claimed, can adequately perform this function. On the other hand the junior high school, through the features just enumerated, so its defenders say, will achieve this purpose.

Recent studies have pointed out another condition which is considered a defect in the elementary school. Children were supposed to have completed the elementary course of study at the end of their eighth year in school, but statistics show that this is far from being the case. In the public schools in the State of Michigan, it was found that the proportion of those under-age, normal-age, and over-age in 227 cities and

22. *Op. cit.*, p. 171.

towns with an enrollment of 223,000 pupils was as follows:²³

<i>Under Age</i>		<i>Normal Age</i>	<i>Over Age</i>		
2 years	1 year		1 yr.	2 yrs.	3 yrs.
.2	6.3	69.5	14.5	6.0	3.5

These figures illustrate the fact that children in large numbers, who should be in high school, are still lingering on in one grade or another of the elementary school.²⁴ While it must be remembered that many causes of retardation are beyond the control of the school, as sickness, late entrance, certain physical defects, and less than average mental endowments, it is generally conceded that, due to the traditional type of organization, many children are permitted to remain in the same grade for two, three, and even four years without appreciable benefit.

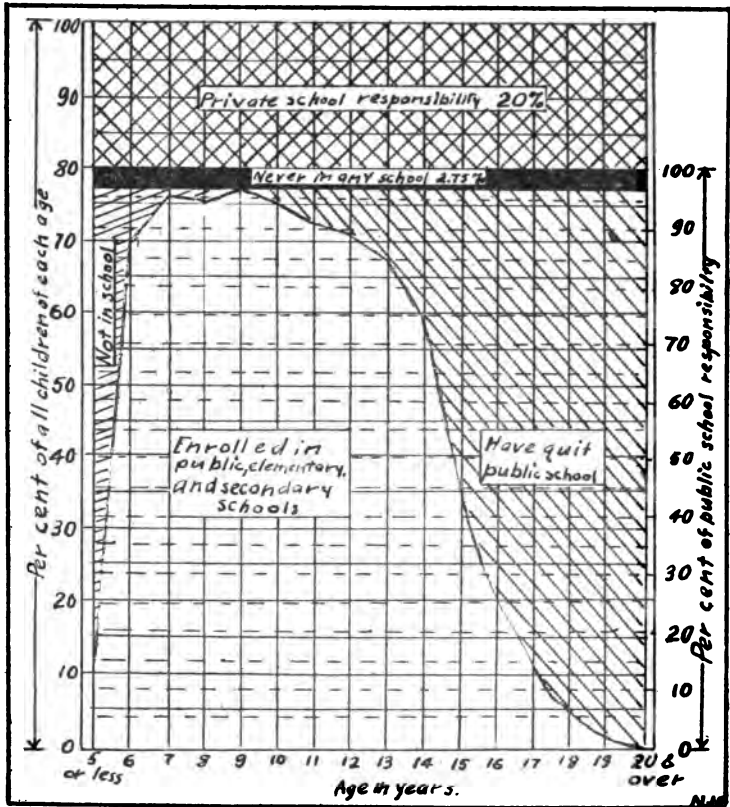
The junior high school, it is believed, will be a strong means of preventing retardation when the causes of this evil are such as can be controlled. For instance, this form of organization will relieve the congested conditions by removing the seventh and eighth grades from the elementary school and the ninth grade from the high school; it will make possible the classification of pupils in homogeneous groups; it will provide differentiated courses of study. Furthermore, it is claimed that better teaching will result from the junior high school plan and this, of itself, must contribute no small share toward the reduction of retardation. Poor teaching is recognized as one of the leading causes of retardation in the ordinary school. Not only will the retardation of seventh and eighth grade pupils be lessened, but the conditions in the lower grades are also expected to be remedied to some extent through the establishment of junior high schools.

23. Berry, *A Study of Retardation, Acceleration, Elimination and Repetition in the Public Elementary Schools of Michigan*. Ann Arbor, Mich., 1916.

24. Inglis, *op. cit.*, pp. 5-7.

Closely related to retardation is another condition commonly considered a defect of the conventional plan of elementary school organization. The large number of children who leave school before they have completed even the elementary course and the still greater number that never enters high school are generally accepted as evidence that the organization and the method of procedure in our schools are wrong. Under any school system, there will necessarily be a certain amount of elimination, due to such uncontrollable factors as death, economic conditions, change of residence, and other similar causes, but such factors alone are insufficient to explain the amount of elimination, found in the schools of the United States. The general condition of the schools of the country relative to elimination may be seen in the diagram designed for bulletin No. 24 (1920), U. S. Bureau of Education. This graph shows the per cent of children of each age from 5 to 20 years enrolled in the public schools of 80 cities in 1918. The conditions in these 80 cities are probably typical of conditions in city school systems of the country.²⁵

25. *Statistics of City School Systems*. Bulletin 1920, No. 24, p. 94, U. S. Bureau of Education.



Estimated percentage of children of each age enrolled in the public schools of 80 cities in 1918.

Among the causes of elimination for which the school is believed to be accountable, are unnecessary retardation, failure to provide for individual differences, inefficient enforcement of attendance laws, and the lack of proper articulation between the elementary and the secondary schools. The changed conditions to which the pupil must adjust himself on entering high school are so numerous and abrupt that scarcely fifty per cent of the pupils are able to meet them.²⁶ Every one recognizes that the methods of teaching in the high school must differ from those in the elementary school. Departmental teaching is generally accepted as a necessity; so too is some form of election of courses or subjects; the subject-matter itself is almost entirely new; different buildings must be used; the form of discipline must change; in a word a completely new environment must be entered. Every one of these adjustments, it is true, must be made, but that they must all be made at one time is not so certain. The very fact that, under the existing plan of school organization, the child is required to make so many new adjustments abruptly is believed to be the cause of no small amount of unjustifiable elimination.

As indicated before, the features of the junior high school are not of such a nature that a particular feature or combination of features is designed to accomplish one purpose without having any bearing on other purposes of the institution. There is necessarily an overlapping. By the very fact that the junior high school provides ways and means for the prevention of retardation, it tends to reduce elimination, for retardation is recognized as a cause of elimination. In like manner provision for individual differences must have a wholesome effect on elimination. To provide a remedy for this particular defect, however, is one of the chief aims of this institution, especially in grades seven, eight and nine, where the bulk of elimination takes place. The

26. Inglis, *op. cit.*, p. 128.

special measure for the accomplishment of this purpose is commonly spoken of as "bridging the gap" between the elementary and secondary schools. It consists in making possible a gradual transition from one division of the school to the other through the introduction of partial departmental teaching, methods of teaching especially adapted to the adolescent, and such a reorganization of the curriculum as will avoid the necessity, on the part of the child, of beginning a large number of new subjects at the same time.

In addition to the purposes treated, which seem to have received the widest consideration, a number of others are mentioned by different writers on the subject. The junior high school is intended to relieve the congested conditions of the schools; to utilize old high school buildings that have been replaced by new ones and are too good to be torn down; to affect financial economy; to provide for better teaching; to hasten needed reform in both the elementary and high schools; to offer the necessary conditions for supervised study, explorational guidance, pre-vocational work at an earlier age; to make easier desired reforms; to separate, for educational purposes, the adolescents from younger and older children; to encourage initiative; to provide for the gradual change from dependence on others to dependence on self; and to provide for the separation of the sexes.²⁷

Briefly, then, the purpose of the junior high school is to remedy the defects of the traditional school and to provide for the peculiar needs of adolescents. This implies that the junior high school will effect a saving of time; that it will offer the means of providing the necessary amount of differentiation for children from 12 to 15 years of age; that it will close the so-called gap that exists between the elementary and high schools; that it will necessitate a complete reorganization of the curriculum; that it will afford equal opportunity to all children

27. Koos, *op. cit.*, pp. 18-19.

for an education; and finally that all children who are compelled to leave school at the end of the junior high school course will have been prepared as well as they could be for their future lives. In a word the junior high school is expected to bring about such changes in the school system as will enable every child to receive the best education his circumstances will permit, with the least possible outlay of time, money and energy. Even the most enthusiastic supporters of the junior high school, of course, do not claim that it is a sure cure for all educational ills; but they do claim the theory to be so far superior to the theory underlying the common practice of today that the results which may reasonably be expected from the junior high school are more than sufficient to warrant its introduction.

CHAPTER III

WHAT IS THE JUNIOR HIGH SCHOOL?

The junior high school, as was indicated in the two preceding chapters, is the outgrowth of a rather general dissatisfaction with the organization of our educational system. When the fact became known that this system was not functioning satisfactorily, educators began an investigation to determine the reasons for this failure. These investigations revealed many defects in the entire educational organization, but attention was gradually focussed on the last two grades of the elementary and the first grade of the high schools. From an analysis of the weaknesses discovered at these points, a conviction was formed that a complete reorganization of elementary and secondary education was necessary. The efforts to work out a plan by which this reorganization might be accomplished and the apparent defects removed, brought forth an entirely new institution—the junior high school. The purpose of this chapter is an attempt to answer the question—what is a junior high school?

At the present time there does not exist a generally accepted or uniform definition of this new institution. There are two kinds of definitions, however, which are available. One may be designated the theoretical, because it is based almost entirely on the opinions of specialists in this field; the other may be called the practical definition because it is based largely on conditions actually found in those institutions that are known as junior high schools. Neither of these definitions is entirely satisfactory. They do, however, reveal the fact that the conceptions of this new institution are as yet both varied and incomplete.

Many definitions of the junior high school have been formulated by individuals interested in the reorganiza-

tion movement. These necessarily reflect the personal opinions of their authors, and the particular educational philosophy and psychology upon which they are based. Some of them are based on the purposes of the institution; others on the results that are expected to be obtained; one formulates his definition from the point of view of administration, another from the point of view of organization and so on. All of these expressions are valuable since they reveal the many features which must be considered before an adequate definition can be constructed.

A general definition, negative in character, is given by Horn,¹ superintendent of schools in Houston, Texas. "The junior high school is not an elementary school, neither is it a high school, neither is it a sort of mixture of the two in equal proportions. If it is in reality an institution worthy of its place in our educational economy, it is an institution which is neither an elementary school nor a high school, but a provision for the needs of those children for which neither of the older institutions made suitable provision. It partakes to some extent of the nature of each, but is essentially different in character."

A rather detailed and careful attempt to describe another conception of the junior high school is made by Lewis.² He considers the following elements essential to a real junior high school:

1.—The entrance requirements for the junior high school should provide for the admission of three different groups of children; (a) those of fourteen to twenty-one years of age and of uncertain or low educational attainments; and (b) many ambitious children who have left school but desire to return for more education.

2.—Seven bases of pupil classification should be used: (a) maturity; (b) ability to learn and to do;

1. *The Junior High School in Houston, Texas*, Elementary School Journal, October, 1915, p. 92.

2. Lewis, E. E., *Standards of Measuring Junior High Schools*, University of Iowa, Extension Bulletin, No. 25 (1916).

(c) probable future schooling; (d) natural capacity and interest; (e) command of the English language; (f) marked physical and mental abnormalities; and (g) sex.

3—It should preferably include grades 7-9.

4—Promotion should be semi-annual and by subject.

5—Every junior high school should maintain at least two courses—a general pre-vocational course, largely free from the so-called high school subjects, and open to children who will probably not enter the high school; and a literary or high school preparatory course for those intending to enter the senior high school.

6—Instruction should be departmentalized.

7—All teachers should be graduates of a four-year high school, or its equivalent. In addition they should be graduates of a standard normal school, with at least one year of practice teaching experience; or they should have at least two years of college work with preparation in the branches to be taught, and with practice teaching experience. Furthermore, all teachers should be required to have had two years of distinctively successful teaching experience, preferably in the grades, and should show some evidence of professional interest, training and study before being employed to teach in the junior high schools.

8—A systematic scheme for educational, vocational and personal guidance should be provided.

9—Some method of supervised-study should be provided.

The definition of Johnston is worthy of consideration because he was an authority on reorganization.³ He says the junior high school “is a name we have come to associate with new ideas of promotion, new methods of preventing elimination, new devices for moving selected groups through subject-matter at different rates, higher

3. Johnston, Chas. H., *The Junior High School*, Educational Administration and Supervision, Vol. II, No. 7, Sept. 1916, p. 424.

compulsory school age, new and thorough analysis (social, economic, psychological) of pupil populations, enriched courses, varied and partially differentiated curriculum offerings, scientifically directed study practice, new schemes for all sorts of educational guidance (educational in narrow sense, and also moral, temperamental and vocational), new psychological characterizations of types in approaching the paramount school problem of individual differences, new school year, new school day, new kind of class exercise, new kinds of laboratory and library equipment and utilization, and new kinds of intimate community service."

Of the definitions made by individuals, perhaps no one has received more wide-spread attention than that of Briggs.⁴ According to him the junior high school is "an organization of grades 7 and 8, or 7 to 9, to provide by various means for individual differences, especially by an earlier introduction of pre-vocational work and of subjects usually taught in the high school." Briggs seems to think the basic purpose of this institution is to provide for individual differences and that its other purposes are inherent in this one. The purposes of the junior high school are, it is true, so closely interrelated that it would be difficult to realize one of them without, in some degree, realizing all. Likewise this institution, if it is to be unified, must, it would seem, be based on one fundamental idea and developed in accordance with this idea. Briggs seems to have set forth a definition that would make possible such an institution.

A good example of a definition, the formation of which was concurred in by a number of individuals, is the one adopted by the North Central Association in 1918. It includes a statement of aims. "The junior high school shall normally include the seventh, eighth and ninth years of public school work. The junior high school

4. *Report of U. S. Commissioner of Education*, 1914. Vol. I, p. 137.

organization and administration shall realize the following aims and purposes:

1—To continue through its instructional program the aims of public education in a democracy;

2—To reduce to a minimum the elimination of pupils by offering types of work best suited to their interests, needs and capacities;

3—To give the pupil an opportunity under systematic educational guidance to discover his dominant interests, capacities and limitations with reference to his future vocational activities, or the continuance of his education in higher schools.

4—To economize time through such organization and administration of subjects and courses, both for those who will continue their education in higher schools and for those who will enter immediately into life's activities.

Bennett,⁵ too, has formulated a definition which is supposed to include all the features that are commonly included in the term, junior high school;

1—It is a separate educational institution with a distinct organization and corps of officers and teachers;

2—It embraces the seventh, eighth and ninth grades and sometimes the tenth;

3—It has a curriculum in the seventh and eighth grades enriched by the presence of several high school subjects and by the broadening, culturizing or vocationalizing of the so-called common branches;

4—It promotes by subjects, even in the seventh and eighth grades;

5—It permits and encourages a differentiation of courses for the different pupils.

There are two other methods of defining the junior high school; the first is to gather all published definitions,

5. Bennett, G. Vernon, *The Junior High School*, p. 1. Warwick and York, Baltimore, 1919.

take the items common to them and include these in the definition; the second is to collate all the elements found in individual definitions and submit them to a number of people who have made a special study of this institution, with a request for an opinion on each. An attempt was made by Briggs to formulate a definition of the junior high school in both of these ways.

The first attempt⁶ consisted in gathering together forty-four items listed under these heads: organization purposes, individual differences, methods of teaching, subject-matter and guidance. A list of these items was sent to four classes of educators, professors of education, State departments of education, city superintendents and principals of junior high schools, with a request that each item be marked essential, highly desirable tho not essential or undesirable. Replies were received from sixteen professors, eight representatives of State departments of education, nineteen city superintendents and eighteen principals of junior high schools—sixty-one judges representing twenty-five States. This effort to formulate a definition of the junior high school from the composite opinions of a reasonably large number of competent opinions is probably the best attempt that has been made. The answers of the judges in this case seem to emphasize the truth that the junior high school is still in the developmental stage, as well as the fact that no one form of this organization is adaptable to the peculiar local conditions of every place.

The results of this questionnaire are presented in a compact tabular form indicating the percentage of the total number of judges approving each item as essential, or desirable, and also the percentage of each class of judges who consider each item essential, desirable or undesirable. The following table is intended to show the items which are considered essential by a majority of

6. Briggs, Thos. H., *What is a Junior High School*, Ed. Adm. and Superv. Vol. V, No. 7, Sept. 1919, pp. 283-301.

all the judges, and also the percentage of each group of judges that believed these items essential characteristics of the junior high school:

ITEMS	COLUMNS				
	1	2	3	4	5
Column 1—All judges.	Column 4—City Superintendents.				
Column 2—Professors of Education.	Column 5—Principals of Junior High Schools.				
Column 3—State Departments of Education.					
1. Distinct educational unit...	54.1	50.0	62.5	52.6	55.6
2. Separated in organization from the elementary grades	62.3	62.5	50.0	52.6	77.8
3. Suitable for all pupils approximately 12-16 years of age.	72.1	93.7	50.0	68.4	66.7
4. To retain pupils longer in school.	72.1	62.5	75.0	73.7	77.8
5. To provide curricula of a vocational character for pupils who will assuredly leave school early.	59.0	25.0	50.0	73.7	77.8
6. To provide a more gradual transition to higher schools	78.7	75.0	75.0	84.2	77.8
7. To accelerate in varying degrees all pupils who will continue in school.	67.2	68.8	75.0	73.7	55.6
8. To explore pupils' interests.	80.3	87.5	75.0	78.9	77.8
9. To explore pupils' aptitudes.	83.6	87.5	87.5	78.9	83.3
10. To explore pupils' capacities	80.3	81.9	75.0	78.9	83.3
11. To explore for the pupil by means of material in itself worth while possibilities in the major academic subjects	59.0	62.5	50.0	52.6	66.7

ITEMS	COLUMNS				
	1	2	3	4	5
12. Providing for individual differences:					
a) by differentiated curricula	77.0	75.0	62.5	73.7	88.9
b) gradually increasing in differentiation	73.8	81.3	50.0	73.7	77.8
13. Methods:					
a) between those of the elementary school and those of the high school.....	72.1	68.8	87.5	84.2	55.6
b) including many projects..	59.0	56.3	87.5	52.6	55.6
c) encouraging initiation on the part of pupils.....	75.4	68.8	75.0	84.2	72.2
14. Using promotion by subject.	73.8	81.9	75.0	68.4	72.2
15. Curricula, enriched beyond those commonly found for pupils 12-16 years of age..	85.3	87.5	87.5	73.7	94.4
16. Curricula, flexible to suit individual needs	83.6	81.9	100.0	73.7	88.9
17. Reorganizing courses of study so as to eliminate material justified for the most part:					
a) only by traditional practice	80.0	75.0	87.5	73.7	88.9
18. b) only by the logical organization of subject-matter	70.5	68.8	87.5	78.9	55.6
19. Immediate needs	50.8	43.8	75.0	42.0	61.7
20. Providing systematic guidance for each individual pupil:—educational	65.6	75.0	50.0	63.2	66.7
21. personal	68.9	75.0	62.5	68.4	66.7
22. vocational	57.4	62.5	37.5	57.9	61.7
23. Emphasizing extra-curriculum activities of various kinds	50.8	50.0	62.5	52.6	44.4

ITEMS	COLUMNS				
	1	2	3	4	5
24. Granting an increased amount of opportunity to pupils for participation in the social administration of the school	52.4	37.5	75.0	57.9	50.0

Briggs' second attempt was to formulate a definition by examining a number of individual definitions and taking the features common to them as the basis of a definition. This collation of a number of definitions is valuable in that it shows the many items that have to be considered as possible elements of the junior high school, and at the same time, what items have been used most frequently by individuals in attempting to define this new institution. The same arrangement of items used in his attempt to answer the question—"What is a junior high school"—is adopted in this second study. Sixty-eight authors of definitions were consulted and the results presented in a table indicating the items found in the definition of each author. In a second table the writer sets down the percentage of the sixty-eight authors who approve each item and for the sake of comparison, he also presents the percentage of the judges who approved these items in September, 1919. This study shows that only two items are mentioned by more than fifty per cent of the authors consulted as elements of the junior high school; provision for individual differences is mentioned by 64.7 per cent and departmental teaching by 51.5 per cent.

It must be remembered that many of these definitions were formulated with a specific purpose in view, and can hardly be taken as expressing the complete opinion on the junior high school of their authors. This fact must be taken into consideration too when the results of this

attempt to form a composite definition are compared with Briggs' earlier attempt to realize the same purpose. In the first instance, the men who acted as judges were presented with a long list of items and requested to pass judgment on each item as a feature of the junior high school. In this second effort to arrive at common view regarding the meaning of the term junior high school, each item that had been presented to the judges in the former case is sought in definitions set down in limited space and including only such elements as were considered essential from one or two points of view. Hence it is scarcely true to say that these definitions are, in all cases, full expressions of their author's answer to the question—"What is a junior high school?" For the sake of permitting a comparison between the results obtained in the two above-mentioned ways, the following table made by Briggs⁷ is reproduced here.

TABLE II

Showing the percentage of 68 individuals who include each item in a definition of the junior high school:

Provisions for individual differences.....	64.7
Departmental teachings	51.5
Retention in school	48.5
Differentiated curricula	41.2
Combination of grades 7-8-9	41.2
Enriched curricula	39.7
Promotion by subject	39.7
Gradual transition	36.8
Economy of time	29.4
Homogeneous grouping	23.4
Exploration of interests, aptitudes and capacities.....	22.1
Supervised study	20.6
Vitalized instruction	20.6

7. *A Composite Definition of the Junior High School*, Briggs, Thos. H., Ed. Adm. and Superv. Vol. VI, No. 4, April, 1920, pp. 181-186.

Provision for adolescence	20.6
Segregation (Distinct Educational unit)	19.2
Flexible curricula	16.2
Provisions for social interests	16.2
Prevocational training	14.7
Reorganization of subject-matter	10.3
Meets community needs	10.3
Elimination of undesirable subject-matter	7.4
Educational guidance	7.4
Vocational guidance	7.4
Vocational or trade training	7.4
Encourage initiative	5.9

These two studies are the chief, if not the only ones, that have been made to determine the common acceptance of the term junior high school. The evidence presented in tables I and II seems to vindicate the rather general view that the junior high school cannot be defined dogmatically at the present time. In fact it is not an easy task to determine theoretically just what features should be included in a description of a typical junior high school.

The second type of definition, designated as the practical, is formulated by examining those schools in various cities and towns throughout the country and gathering together the features that are more or less common to all. In order to form some notion as to what features of the theoretical plan have been accepted in practice a number of junior high schools have been examined relative to methods of housing, manner of grouping grades, curriculums adopted, and so forth.

Three methods of housing junior high school pupils are generally in use; the first is to gather them all into separate buildings; the second is to house them in the same building with the senior high school students; and the third is to provide for them in the elementary school building. Briggs, Douglass and Davis have gathered

statistics on the different methods in use in different places. In these three reports six hundred and eighty-five junior high schools were examined. Davis' figures are based on questionnaire returns from two hundred and seventy-two such schools found in seventeen different states; Douglass' study of 178 schools is the source of his computation; and Briggs received information from 317 schools. It is not intended to leave the impression that each of these studies was concerned with different schools, for there is little doubt that the same school was examined by the three in many instances.

Douglass found that of 178 schools 45 are housed alone, 59 with the senior high school, 63 with the elementary school, two in annexes to the senior high school, and in nine systems, some of the junior high schools are housed alone and the remainder with other grades."⁸ The report received by Briggs from 317 schools shows "88 are in buildings of their own, some of these being old high school buildings, and others elementary school buildings more or less remodeled for the purpose. Ninety junior high schools are housed with the elementary grades, while 83 are in the same building as the senior high school. There are some places where the junior high school pupils are housed with both the elementary and the high school. In a few cases, all the children are housed in the same building and in three instances, junior high schools are conducted in the same building that is used for the training of teachers." In the North Central Association territory, Davis found that there are 293 junior high schools, but of this number only 168 are known by this name; 46 are called departmental schools; 12, six-year high schools; 67, other names, and 45 are still following the eight-four plan. Of the 293 that are listed as junior high schools, even though some are known by other names, 138 are housed in the senior high school

8. Douglass, A. A., *The Junior High School*, Fifteenth Yearbook of the National Society for the Study of Education, Part III, p. 92.

building; 85 in the same building as the elementary school pupils; 49 in buildings of their own, and 105 are "segregated in buildings."⁹ No mention is made of the manner in which the other six systems provide housing for their pupils.

In the following table the variations in methods of housing junior high school pupils, as reported by these three writers can be clearly seen:

TABLE III

<i>Housed in</i>	<i>Briggs</i>	<i>Douglass</i>	<i>Davis</i>
Separate buildings	88	45	49
Senior high building	83	59	138
Elementary school building	90	63	85
Segregated part of building	105
Elem. and senior high building....	53
Building for training teachers	3
Annexes to senior high building....	..	2	..
	<hr/> 317	<hr/> 169	<hr/> 377

The second feature of the junior high schools to be considered is the manner of grouping the grades. The most common plan of grouping grades in the United States has been to give eight years to elementary and four years to high school work. In some parts of the country until quite recently it was the practice to devote nine years to elementary education and four to secondary. In the South only seven years were given to elementary education, followed by a four-year high school course. The actual conditions as they existed in 1911 respecting the number of years embraced in each division are reported by Bunker from a canvass of 669 cities having a population of 8,000 or more, "489 have a course of eight years elementary and four years sec-

9. Davis, C. O., *The Junior High School in the North Central Association Territory*, School Review, 26; May, 1918, p. 326.

dary; 48 have a course of seven years elementary and four years secondary; 86 have one of nine years elementary (not including the kindergarten) and four years secondary; seven have the usual eight years elementary but offer only three years in the high school; four have a course of eight years elementary and five years secondary; three have organized on the basis of seven years elementary and five years secondary; eight are represented in the plan calling for six years elementary and four years secondary, seven years elementary and three years secondary, nine years elementary and three years secondary, and twenty-four have made or are making significant departures from the foregoing types."¹⁰

The departure from types referred to by Bunker is the result of the reorganization movement. The tendency seems to be to shorten the time allotted to elementary education in the past and to devote the time thus gained to secondary education. It is through the junior high school that this intention is expected to be realized, but just what form of grade grouping will be most serviceable and at the same time feasible is still a question of dispute. Statistical evidence now available indicates that practice is by no means uniform.

There are eleven different groupings of grades in existing school systems claiming to have junior high schools. These plans of grouping grades are the following: 5-7; 5-8; 6-7; 6-8; 7-8; 7-9; 6-6; 8; 9; 8-9; 7-10. By far the most common plans are the 7-8 and the 7-9. It may be well to note here that theory tends to favor the two plans most frequently found in practice.

The table below shows the findings of three different investigations relative to the grouping of grades in junior high schools:

10. Bunker, F. F., *op. cit.*, p. 75.

TABLE IV

<i>Grades Included</i>	<i>Number of Systems</i>		
	<i>Briggs¹</i>	<i>Douglass²</i>	<i>Davis³</i>
5-7	00	1	00
5-8	00	1	00
6-7	00	1	00
6-8	3	11	22
6-6	00	10	(7-12) 18
7-8	71	77	133
7-9	174	64	89
7-10	00	7	00
8	6	3	11
8-9	8	8	8
9	2	1	00
7	2	00	00
8-10	1	00	00
Others	00	00	11
	267	184	

1. Briggs, T. H., *The Junior High School*, p. 94, Houghton Mifflin, New York.

2. Douglass, *The Junior High School Fifteenth Year-Book N. S. for Study of Ed. Part III*, p. 88, 1919.

3. Davis, C. O., *Junior High School in the North Cent. Assn. Territory*. School Review 26; 326, May, 1918.

Briggs¹¹ remarks "The number of grades in the junior high school is still widely variable, tho the tendency is strongly toward a combination of the seventh, eighth and ninth." According to Douglass existing building facilities and other local conditions are important factors in determining the present grouping of grades in the junior high school. He notes further that of twenty-two other places which have expressed an intention of reorganizing their systems, the 7-9 plan of grouping grades will be adopted by sixteen and that in

11. *Ibid.* p. 93.

many instances the existing 7-8 arrangement must be looked upon as a stage of development rather than a fixed and final grouping of grades. This author seems furthermore to believe the grouping of grades must depend to a large extent upon the environment in which the junior high school is located, and in this matter Douglass' view is shared by quite a few others. Davis' study is perhaps the most exact of the three for the information contained in it was taken from obligatory reports of all the accredited schools in the North Central Association. It is true this study was limited to a certain section of the country, but this section—including seventeen states—seems to be sufficiently large to justify the inference that conditions found there are typical of the junior high schools throughout the country.

The reorganization of the curriculum is one of the most important features of the junior high school and must necessarily form an essential part of a definition of this institution. In practice, however, comparatively little has been done in this respect. Johnston, who had visited a large number of junior high schools, found "in all cases the principal, proudly conscious of the distinctiveness of his new institution, his teachers, pupils, building, etc., but when inquiries were made concerning the internal adjustments the answer generally was: 'we haven't got that far yet,' 'we plan to take that up next year,' 'we have no reorganization of this sort in prospect.'"¹² Briggs writes: "One cannot examine the curricula and courses of study without concluding that so far they have made only a beginning at accomplishing desired ends."¹³

In the midst of all this variety, however, it seems possible to reduce the different curriculums offered to three main classes, namely, the one curriculum type, the many curriculum type and the type in which certain

12. Johnson, C. H. Ed. Adm. and Super. Vol. I, p. 411.

13. *Op. cit.*, p. 155.

subjects are required of all pupils and certain other subjects are elective. But no classification will be entirely satisfactory on account of unavoidable overlapping. A large number of variations are found in schools that would be classified under any one of the three large divisions; for instance, the junior high school at Santa Fe, New Mexico, has one curriculum with rather a large number of subjects, but pupils in the seventh and eighth grades have no choice, while in the ninth grade, English and algebra are the only required subjects and eight other subjects are offered as electives. Another school belonging to the one curriculum class but differing considerably from the Santa Fe school, is in Springfield, Illinois. In this school there are only seven required subjects in the seventh and eighth grades and a choice can be made by the pupil between German and industrial work. In the ninth grade, besides English and algebra, music and drawing are required and six subjects are electives.¹⁴

Many differences are also found in the many type curriculum. The range is from two curriculums to five and in each the offerings of subjects admit, and in practice actually show considerable variation. The number of curriculums offered must necessarily depend upon the number of pupils in one school and their classification. In large systems it may be advantageous and feasible to provide a wide range of subjects distributed through the three, four, or five curriculums. Lewis thinks, "a school not maintaining at least two courses should not be entitled to the name junior high school."¹⁵

The junior high school in Los Angeles has this type of curriculum: Three courses are offered, a so-called general course, a commercial course and a vocational course. In the first year of the general course, nine

14. Douglass, A. A., *Fifteenth Yearbook, National Society for the Study of Education, Part III*, 1919, pp. 120-145.

15. Lewis, Ervin E., *Standards for Measuring Junior High Schools*, Univ. of Iowa Extension Bulletin. Bulletin No. 25, Nov. 15, 1916.

subjects are required and one elective is to be chosen from six other subjects. In the second year, seven subjects must be taken and two elections are permitted from a choice of eight. In the third year only three subjects are required and two electives from an offering of eleven, which are the same as the electives for the first and second year with the addition of three other subjects, and then one other elective must be chosen from four subjects in a special group. The commercial and vocational courses are made up of the same subjects as the general course, with a different arrangement of required and elective subjects.

Cincinnati junior high school offers two courses—the industrial arts course and the commercial course. No election of subjects is permitted in any year of either course. Detroit offers an English course, a commercial course and an industrial course. Duluth, Minnesota, has one curriculum for the seventh and eighth grades but in the ninth there are four different courses. Many other combinations are in use in various places, but the arrangement, as noted in several places, seems to be sufficient to illustrate the great variety of practice in the number and kind of curriculums offered in different junior high schools.¹⁶

To illustrate the third type—one curriculum with constants and variables—the following table, entitled “Sequential and Time Allotment,” is reproduced from a bulletin issued by the Board of Education of Cleveland, Ohio, under the title—“Program of Studies and Curriculum Organization for 1920-1921.” In reference to this curriculum the following points are noted:

- 1) The curriculum is the single type constant and with variables. It is difficult, the Board thinks, to justify differentiated curriculums in the junior high school.

- 2) The work is uniform in the 7B grade. The exploration of interests and ability during this semester is

16. Bennett, *op. cit.*, pp. 195-207, and Douglass, *op. cit.*, pp. 121-131.

provided through the organization and arrangement of subject-matter, and the variety of courses of study, while at the same time the uniformity in requirements guarantees to the pupil certain common experiences, thus meeting one of the outstanding purposes of the school.

3) Specific and adequate attention is given through a system of advice and guidance to the choice of elective studies.

4) Pupils may, by choosing their electives with care, prepare for specific curriculums to be entered in the senior high school or, in like manner, for their life's work, if they must leave school at the end of the ninth grade.

5) The single curriculum extending through the ninth grade permits pupils to postpone the period of intensive specialization until they reach the tenth or the first year of the senior high school.¹⁷

TABLE IV

<i>7B</i>	<i>Periods</i>	<i>7A</i>	<i>Periods</i>
<i>Required</i>	<i>Per Week</i>	<i>Required</i>	<i>Per Week</i>
English	10	English	5
Mathematics	5	Mathematics	5
Geography	5	Geography	5
History and Social Problems.	4	History and Social Pbs.	4
Physical Education	2	Physical Education	2
Hygiene	1	Hygiene	1
Music	1	Music	1
Art	2	Art	2
Shop and Drawing	4	Shop and Drawing	4
Home Economics	4	Home Economics	4
		<i>Electives (5 or 6 Periods)</i>	
<i>8B</i>	<i>Periods</i>	English	5
<i>Required</i>	<i>Per Week</i>	Latin	5
English	5	French	5
Mathematics	5	Spanish	5
Social Science	4	Commercial	5
Physical Education	2	Shop and Drawing	6
Hygiene	1	Home Economics	6
Music	1		
Art	2	<i>8A</i>	
Vocations	1	<i>Required</i>	
Shop and Drawing	4	English	5

17. *Program of Studies and Curriculum Organization, Cleveland Junior High Schools*, Bulletin, Cleveland Board of Education, April, 1921, p. 3.

Home Economics	4	Mathematics	5
<i>Electives</i> (5 or 6 periods)		Social Science	4
English	5	Physical Education	2
Latin	5	Hygiene	1
French	5	Music	1
Spanish	5	Art	2
Commercial	5	Vocations	1
Shop and Drawing	6	Shop and Drawing	4
Home Economics	6	Home Economics	4
		<i>Electives</i> (5 or 6 Periods)	
9B	<i>Periods</i>	English	5
<i>Required</i>	<i>Per Week</i>	Latin	5
English	5	French	5
Mathematics	5	Spanish	5
Music	2	Commercial	5
Physical Education	2	Shop and Drawing	6
<i>Electives</i>		Home Economics	6
Social Science	5		
Latin	5	9A	
French	5	<i>Required</i>	
Spanish	5	English	5
General Science	5	Mathematics	5
Applied Art	6-10	Music	2
Shop and Drawing	10-16	Physical Education	2
Home Economics	10	<i>Electives</i>	
Penmanship	10	Social Science	5
		Latin	5
		French	5
		Spanish	5
		General Science	5
		Applied Art	6-10
		Shop and Drawing	10-16
		Home Economics	10
		Bookkeeping	10

These reports indicate quite clearly that the junior high school curriculum is still in the experimental stage. No one plan is in sufficiently common use to be termed typical. The only indication from practice is a general recognition of the necessity for reorganizing the curriculum, but just what form this reorganization will eventually take is yet to be determined.

It is generally conceded that one of the most important, if not the most important, questions relating to the junior high school is the provision of properly qualified teachers. The difficulty of obtaining teachers who are capable of meeting the conditions demanded by this new institution is one of the objections offered by those who oppose the adoption of the junior high school idea.

The accurately measurable qualifications of teachers are the number of years devoted to academic studies, professional training and actual teaching. The opinions of authorities on this question seem to agree that the ideal teacher for the junior high school is one who has completed a college course, given at least a year to professional study and has had successful teaching experience in the grades. Everyone realizes the impossibility of supplying all junior high schools at the present time with teachers having these qualifications, so it is not surprising to find considerable difference in qualifications of the teachers now engaged in junior high school work.

A number of letters were received by Douglass from superintendents in various parts of the country regarding the qualifications of the teachers employed in their junior high schools. In Fresno, California, "the teachers have been selected from the elementary schools on the basis of their special fitness for departmental teaching." No other qualifications than those demanded in the elementary schools are required for teaching in the junior school. In Quincy, Illinois, "the qualifications for junior high school teachers are the same as for the senior high school teachers." It is not stated that all teachers actually employed in the junior high are thus qualified. In Clinton, Iowa, a distinction is made between the qualifications of teachers for the ninth grade and the seventh and eighth grades; the ninth grade teachers must be college graduates and must have had some professional training. In Chanute, Kansas, college graduates and high school graduates who have had normal training and considerable experience are the teachers in the junior high school. The superintendent states "the standard qualifications of the junior high school teachers with us are determined by the price we can pay." The replies of most of the superintendents seem to indicate their ideal rather than the qualifications actually possessed by those

who are teaching in the junior high. "That they are not fully met by the teachers actually employed is easily explicable. Teachers in junior high schools probably conform to ideal standards quite as closely as do teachers in any other types of institutions."¹⁸

There are such other features of the junior high school as entrance requirements, methods of teaching, which involve the consideration of the many teacher plan as opposed to the single teacher plan, supervised study, length of recitation periods, length of school day and year, arrangement of departments and equipment, that will, when more definitely worked out, help to determine what are the essential features of the junior high school. Some form of departmental teaching is probably found in more junior high schools than any other element that is considered a mark of this institution. It is found also that in practically one-half of the 250 junior high schools reporting, the methods of teaching are more closely related to those used in the elementary school than to those used in the high school, while in the other half the very opposite is reported.¹⁹ Investigation has shown that supervised study has been introduced in many junior high schools, but wide variation in arrangement of details still exists. This is especially true in regard to the allotment of time. The most common single practice is the provision of a fifty to sixty minute period about equally divided in the academic subjects between recitation and directed study."²⁰

In answer to his question—"Upon what do you make entrance to the junior high school depend?" Douglass²¹ found sixty-eight require promotion, completion or satisfactory completion of the preceding grade; four accept

18. Briggs, *The Junior High School*, p. 218.

19. *Ibid.* p. 203.

20. Koos, L. V., *The Junior High School*, p. 154, Harcourt, Brace & Co., New York, 1921.

21. *Fifteenth Yearbook*, N. S. for the Study of Education, Part III, p. 48.

the recommendation of the teacher or principal; four consider the pupil's ability to do the work of the junior high school; one makes no special requirements and eighteen others mention size, age, maturity and unsuitableness of the elementary school. The total number of schools in which all these variations are found is ninety-four.

Promotion by subject, special equipment and other features mentioned seem to be necessary to the junior high school from a theoretical point of view, but, as in the case of entrance requirements and methods of study, a large amount of experimentation will have to be done before the details of these factors can be determined.

These data clearly show that neither in theory nor in practice has any one generally accepted idea of what constitutes a junior high school been found. There are however a sufficient number of common characteristics in all these definitions to indicate that this concept is gradually taking on a definite shape.

CHAPTER IV

RESULTS

Just as the existing school system is condemned on the grounds that it has failed to produce the results rightly expected of the school, so too must the new institution be ultimately measured by its results. Although measurement of results in education is obviously a complicated problem and must remain so until universally accepted standards of measurement are evolved, some few things can be rather definitely measured with the means at hands. Thus it is possible to determine the extent of elimination in a school system, the amount of retardation, and the regularity of attendance. And from the conclusions thus reached the relative success or failure of the particular type of school can, to some extent, be measured. The advocates of the junior high school plan of organization have made numerous attempts to prove its value from results obtained. Some of the factual evidence offered in support of its claims seem to be of sufficient value to deserve presentation and consideration.

In regard to the "holding power" of the junior high school, a number of statistics have been gathered and arranged by investigators to show that children are retained in school for a longer period of time under the new type of organization than under the traditional type. It is a truism to assert that there is an undue amount of elimination in the schools of this country, moreover, statistics clearly show that elimination is greatest between the ninth and tenth, the eighth and ninth, and the seventh and eighth grades.¹ These are the grades with which the junior high school is particularly concerned. For this reason attention in this treatise may well be

1. Inglis, A., *Principles of Secondary Education*, p. 128. Houghton Mifflin Co., N. Y.

focused upon them, tho the need of reform or improvement in grades above and below is recognized.

The U. S. Commissioner of Education in his report for 1914 quotes the statements of a number of junior high school principals as evidence of the holding power of the institution. The following appear to be typical, "Principal W. B. Clark of the McKinley Intermediate School, Berkeley, furnishes data showing that since the establishment of the school 94.73 per cent of the pupils completing the eighth grade have entered the ninth, and 95.29 per cent of these completing the ninth grade have entered the tenth. Principal Preston of the Franklin Intermediate School, Berkeley, reports that of the last seven classes completing the eighth grade under the old organization 40.53 per cent entered the high school, and that of the first six classes completing the eighth grade of the intermediate school there entered the ninth grade of the same school 65.53 per cent, not counting those who were transferred from other buildings. Principal Paul C. Stetson states that 86 per cent of the pupils in the eighth grade in the Grand Rapids junior high school last year entered the senior high school, as compared with 76 per cent of the eighth grades in the grammar schools of the city. In Evansville, Indiana, according the Principal Ernest P. Wiles, only 56 per cent of the pupils completing the eighth grade in 1912 entered the high school as against 84 per cent last year of the pupils in the junior high school."²

The answers to the questionnaire used in the study for the report just quoted are summarized as follows: "of the number of principals of junior high schools reporting, 107 declare that the organization does retain pupils in school better than the older plan, and two say that it does not. To the three who say frankly that they

2. *Report of the U. S. Commissioner of Education*, 1914, Vol. 1, pp. 143 and 144.

do not know what the effect is, should probably be added all those who fail to answer the question."³

In presenting a number of statistical tables bearing on the reduction of elimination under the junior high school plan of organization Douglass says:⁴ A number of considerations, however, make any conclusion unsatisfactory. In the first place, most enrolment figures are lacking in many returns. Second, the increase in population, with many other factors contributing to increase enrolment, makes it difficult to arrive at a fair conclusion as to what extent the junior high school has been operative in increasing attendance. Third, each community doubtless presents its own peculiar problems, and it is manifestly unfair to group together for this comparison schools recently reorganized and those that have been operating a longer time."

Although the superintendents from whom Douglass secured the figures used in his tables were reticent in saying the junior high school has reduced elimination. He believes that the data furnished at least indicate these conclusions:

1—Increased enrolment in grades seven, eight and nine is due in part, at least, to the junior high school. The same is true of grades ten, eleven and twelve.

2—The percentage of students held in the junior high school grades is somewhat greater than under the old plan. This is also true of the senior high school.

3—The percentage of boys held in the last six grades is greater under the reorganized system.

4—Even yet the percentage of pupils eliminated at the end of the seventh and eighth grades is entirely too large. Here pupil mortality is probably greater than those interested in the junior high school are aware.

3. *Ibid.* p. 142.

4. *Op. cit.*, p. 102.

Mangun,⁵ superintendent of schools of Macomb, Illinois, has endeavored to show in presenting the results of two years of experience with the 6-6 plan of organization the "holding power" of the new system. He attempted to prove that the increased enrolment in the Macomb schools is not merely a part of the general movement to increase high school enrolment through the country, but the direct result of the reorganized system. For this comparison he takes the increased enrolment of the State of Illinois as typical of the whole country. Figures furnished by Mangun, in the form of a table, show that the percentage of pupils retained in the schools of Macomb is larger than the percentage for the entire State. From this comparison it is "unmistakably plain that the Macomb increases have been considerably in excess of the general increases throughout the country."⁶

Stetson made a study for the express purpose of determining the "holding power" of the junior high school. The data presented by this writer shows a marked increase in the percentage of pupils entering the ninth grade in the schools of Grand Rapids after the junior high school had been established. The average percentage of pupils retained in the ninth grade for the four years between 1907 and 1911, had been, according to figures of Stetson, 66.4 whereas, during the following four years under the new plan of organization the average percentage was 87.0, an increase of 20.6 per cent. Interpreting the table in which he presents his findings, Stetson states: "This table shows conclusively that previous to the intermediate type of organization the percentage of students who remained in the ninth grade was steadily on the decline and that a smaller percentage was held

5. Mangun, Vernon L., *Some Junior High School Facts Drawn from Two Years of the 6-6 Plan at Macomb, Ill.* Elementary School Journal 18; 598-617, April, 1918.

6. *Ibid.* p. 612.

over. It also shows that as soon as the junior high schools were organized the percentage in the ninth grade increased steadily."⁷

Probably the best investigation of the junior high school from the point of view of retaining children in school is that conducted by Childs.⁸ Childs states his conclusion in these words: "In general, it is not apparent that these junior high school data justify the claim, commonly made, that junior high schools retain a higher per cent of pupils than do schools in the non-junior type in the grammar and high school grades. The data do seem to justify the stated aims of some advocates of reorganization, viz., that the junior type school makes a superior appeal to boys as compared with the traditional organization."⁹

The amount of evidence that has been amassed to demonstrate the holding power of the junior high school is immense. It consists chiefly in the presentation of comparative statistics and the opinions of superintendents or principals of junior high schools in different places. In most instances the principals seem to consider the new institution superior to the old in its power to retain children in school. Some frankly stated, they did not know; others, they had no records upon which they could base a judgment; while others simply did not answer the question at all.¹⁰ It is worthy of note, however, that less than half (44.7) of the principals of junior high schools in the North Central Association territory believe this type of schools improves retention.¹¹

7. Stetson, Paul C., *Statistical Study of the Junior High School from the Point of View of Enrolment*. School Review, pp. 233-245, April, 1918.

8. Childs, H. G., *An Investigation of Certain Phases of the Reorganization Movement in the Grammar Grades of Indiana Public Schools*.

9. *Ibid.* p. 179.

10. Note: For figures and opinions see Briggs, *op. cit.*, pp. 304-311 and Douglass, *op. cit.*, pp. 102-109.

11. Davis, C. O., *Junior High Schools in the North Central Association Territory*. School Review, May, 1918.

It is certainly true that more children have remained in school for a longer period of late years than formerly, but when an explanation of this fact is sought it is not so certain that the junior high school alone must be credited for this improved condition. As noted above, Douglass attributes the improvement to a number of causes. And Koos¹² remarks: "When we examine the factual evidence mustered in support of the junior high school aiming to show the large extent to which this function of retaining pupils is already being performed, we find much material, but very little that can endure the light of careful thought."

Closely related to the question discussed is the problem of retardation. There are not as many figures available, however, on this problem as there are on that of elimination. In a number of instances children have been promoted to the junior high school who have not successfully completed the work of the elementary school; and in many cases this method of procedure has been justified by the good results that followed. An illustration is found in the report of Hilligas on the junior high schools of Vermont. He says: "In a number of cases we have been bold enough to promote stupid boys and girls from as low as the fifth grade directly in the junior high school. Results have been most satisfactory. In one of the large junior high schools considerable groups of such retarded and incompetent boys and girls were thus promoted. At the beginning of the second year new teachers in the school were unable to select the students thus advanced."¹³

Douglass¹⁴ endeavored to collect data that would throw some light on the effect of the new institution on

12. Koos, L. V., *The Junior High School*, p. 22, Harcourt, Brace and Company, New York, 1921.

13. Hilligas, Milo B., *Teachers College Record*, Vol. 19, p. 343, Sept., 1918.

14. *Op. cit.*, pp. 110-113.

the retardation of pupils. The figures furnished by some schools indicate that retardation was lessened, while in a few instances it was shown to have increased. Less than half of those to whom the questionnaire was sent answered the question on retardation, and a number frankly stated that they were unable to say what the effect had been. In view of the replies received Douglass concludes "The chief point brought out is that the junior high school is not a sure cure for this problem; but, on the contrary, the greatest care is needed to protect the young pupil from a departmentalized school where requirements in "high school" subjects are too high, or where subject-matter is otherwise poorly presented and where the individual is lost sight of. If these obstacles are overcome, we have reason to believe retardation will be reduced."

Mangun¹⁵ presents two tables designed to prove that retardation was lessened after the introduction of the new institution. He, however, does not give any account of the ways and means by which this improvement was secured. A reproduction of these tables appears to be the shortest and best way to present his argument.

TABLE I

	<i>No. of Pupils</i>	<i>Percentage</i>
Underage	126	12.3
Normal	235	22.9
Overage	665	64.8
	<hr/> 1,026	<hr/> 100.00

This table is a summary of the age grade situation September, 1915. It shows that the ratio of retarded pupils to accelerated pupils is somewhat more than 5-1. The following table, No. II, shows the situation in June, 1917, as compared with the situation of September, 1915.

15. *Op. cit.*, p. 610.

TABLE II

	<i>Per cent</i> 1915	<i>Per cent</i> 1917	<i>Per cent of</i> <i>Improvement</i>
Underage	12.3	25.85	13.55
Normal	22.9	23.10	0.2
Overage	64.8	51.05	13.75

Here the ratio of retarded pupils to accelerated pupils is 2-1 instead of 5-1. Mangun attributes this improvement to reorganization, and he furthermore believes that in time this unsatisfactory condition can be entirely removed by providing more completely for individual differences in pupils by offering varied types of courses.

A problem more difficult than either of these just mentioned is to determine whether or not the junior high school has actually produced better scholarship than the school it is intended to supersede. The method generally used is to compare the standings of a group of pupils who have attended a junior high school with the standings of a group which has not. Attempts have been made in this manner to determine as accurately as possible whether there is any advantage on the side of the junior high school when its results are measured in terms of academic accomplishments. The difficulty lies in the fact, mentioned before, that no generally accepted standards of measurement are at hand by means of which the abilities of each group can be determined for the comparison. That the marks given by teachers are unreliable is well known, but these, for the most part, are the only means available upon which a comparison can be made. Opinions of those who have had experience in schools of both types have received some consideration in endeavoring to reach conclusions in this matter. These opinions, too, it seems reasonable to suppose, are based to a great extent upon the rating given a pupil by his teacher. Comparison of the two groups has also been based upon the

results of uniform examinations taken by these students toward the end of their course in the senior high school.

A rather careful examination of the results of the junior high school organization in English and mathematics was made by Stetson.¹⁶ In this study one-half of the records examined were those of students who had attended the junior high school and the other half of those who had completed their elementary education in the traditional school. Each student's report represents a study of seven years of his public school life, beginning with the sixth grade. Up to this grade all of the 404 students had the same kind of school training. Furthermore, in the selection of the students for this comparison care was taken to make sure that they were comparable. The results of the comparison show: "The difference in form of organization to have had little influence on their scholastic work in English."¹⁷ The average median for the junior high school group in English was 85.63 per cent, and for the non-junior group it was 84.34 per cent, a difference of only 1.3 per cent. It is hardly probable that any one would attempt to construct an argument for the new institution on such a slight difference.

The median achievement of the two groups in mathematics shows about the same result, except that the small advantage in this subject was found to be in favor of the non-junior group. As far as this study is concerned there appears to be no ground for an argument in behalf of the junior high school from the point of view of proficiency in mathematics. It is plain, however, that in both English and mathematics the work in the junior high school is as well done as it is in the ordinary elementary school; but it is equally apparent that students are no better prepared for advanced work in one school than in the other.

16. *Statistical Study of the Scholastic Records of 404 Junior and Non-Junior High School Students*. School Review, 25: 617-636, Nov., 1917.

17. Stetson, *op. cit.*, p. 623.

Stetson declares: "In view of the foregoing, one is forced to the conclusion that the increased cost of the intermediate school in Grand Rapids from the point of view of instruction does not find its justification in better scholastic work in the senior high school."

This one instance is not sufficient to furnish a basis for any general conclusion regarding the scholarship of pupils educated in the junior high schools. Besides it is claimed that the reorganization in Grand Rapids, during the period examined, had not made any change in the curriculum. With the exception of the fact that Latin and German were offered as electives it remained the same as the curriculum of the regular elementary school.¹⁸ Furthermore Stetson would justify the junior high school in Grand Rapids on the basis of the "intangible results" obtained through such features as departmental teaching, supervised study, grouping of pupils for social activities and many others.

Practically the same conclusion was reached by Davis in his study of the reports of two hundred and seventy-one pupils who had graduated from the Grand Rapids high school. This study was similar to that of Stetson in this that approximately one-half of the records examined were those of pupils who had been prepared in the junior high school, while the other half was of students who had received their education in the ordinary elementary school. Although there is no marked difference between the two groups that could be attributed to their preparation, the fact that Davis found the slight difference in English to be in favor of the non-junior group seems worthy of note.

In some instances high school pupils who have attended a junior high school were found to have received higher marks in high school. For example in Cuba, New York, the average mark, 73.2 in the ninth grade rose to

18. *School Survey of Grand Rapids*, p. 215.

84.8 in the high school.¹⁹ In other places the induction of the new organization was followed by very unsatisfactory results. In Los Angeles, for instance, it was found necessary after trial to demote a number junior high school graduates into lower grades. Of those who were permitted to remain only 22 per cent received marks as high as in their preparatory school.²⁰ Further evidence is furnished in opinions of superintendents and teachers to indicate the uncertainty, to say the least, of the junior high schools' success in producing better scholarship than the conventional type of school. In the study of Briggs just referred to, high school teachers were practically agreed in thinking that the children from the junior high schools who continued their electives were not adequately prepared. On the other hand Foster, superintendent of schools, Danville, N. Y., states: "That the junior high school has not interfered with the work in the three R's is shown by the fact that the percentage of students who have passed the Regents' preliminary examinations in the past two years is larger than during the preceding three years. The work done in the first year senior high school is of a higher character than it was before the inauguration of our junior high school department."²¹

Another argument for the contention that the junior high school secures a higher degree of scholarship is based on the assumption that scholastic proficiency can be measured by the length of school life. But even if this assumption is granted, it still remains true that the amount of credit due the junior high school for this condition will be the same as is due it for the retention of children in school. Now it is generally recognized that

19. *Ed. Adm. and Super.*, Vol. II, p. 458.

20. Briggs, Thos. H., *A Study of Comparative Results in Intermediate and Elementary Schools of Los Angeles*. Journal of Ed. Research, November, 1920.

21. Quoted from Briggs, *The Junior High School*, pp. 311-12.

a number of factors other than reorganization have contributed to the stay of children in school, and furthermore it is also generally recognized that no means exists at the present time by which it would be possible to measure how far reorganization is responsible for this condition. Neither is it then possible to determine to what extent the junior high school has contributed to increased scholarship from the point of view of lengthening the school life of pupils.

Uniform examinations have proved scarcely any more favorable to the junior high school than the other means used to prove its superiority in obtaining better scholarship. This method of discovering the effect of the junior high school organization on scholarship was tried in New York City. In June, 1917, uniform examinations in Algebra, Commercial Arithmetic, Latin, French, Spanish, and German were given to a number pupils in junior high schools and to a number of pupils in the senior high schools. The result showed that 31 per cent of the junior pupils passed in algebra, as compared with 69.5 per cent high school pupils; in commercial arithmetic 34.5 to 54.8; in Latin 45.9 to 63.6; in French 57.6 to 94.9; in Spanish 18.5 to 60.8; in German 60.8 to 56.5. Commenting on these results, Tildsley says: "It seems to me that this failure to do good work is due in large part to the attempt to conduct the intermediate schools as a money-saving scheme, and to the fact that teachers are doing this work who are not equipped for it, and to the further fact that the work has not been supervised by the principals and heads of departments with the thoroughness and ability with which this supervision is done in the high schools."²²

Passing to another claim of the junior high school, the economy of time, it is maintained by the advocates of this institution that the junior high school will save pupils about one year in securing an education. Statis-

²². *Report of the Superintendent of Schools of New York*, 1917, p. 124.

tical evidence to demonstrate this claim is very meagre. In his study of the Los Angeles junior high schools, Briggs²³ found some evidence that a little time was saved by intermediate school graduates. The more gifted and industrious pupils were able to obtain enough high school credits to save one-half year. No one pupil of those studied was able to save more than one semester. As a group not even a half year was saved. Stetson found that time was saved in Grand Rapids' junior high school, through promoting pupils by subjects. This feature of junior high schools prevents a child from repeating two or three subjects when he failed only in one, thus leaving time for some new work. This is considered economy of time.²⁴ Mangun, in the article referred to above, mentions that economy of time was secured by promoting over-age pupils to the junior high where they were enabled "to work to their full capacity in a congenial atmosphere;" through the plan of promoting by subject; and by granting high school credits to pupils for work done in high school subjects in the eighth grade.

In some places one of the direct purposes of reorganization was to enable children to save time. At Solvay, N. Y., for instance all pupils who do not change their courses after they have begun high school work complete it in five years. Unless a much larger number of the pupils of Solvay continue the studies elected in the lower high school than were found to persevere in their first choice at Los Angeles, very few will be able to avail themselves of the opportunity to bring their high school course to completion in five years.²⁵ A method of reorganization whereby pupils who completed the six years high school would have done the work

23. *A Study of Comparative Results in Intermediate and Elementary Schools of Los Angeles*, Journal of Educational Research, Nov., 1920.

24. Stetson, Paul C., *Statistical Study of the Scholastic Records of 404 Junior and Non-junior High School Students*. School Review, pp. 617-36, November, 1917.

25. Briggs, *The Junior High School*, pp. 314-17.

assigned to the first year of college was adopted at East Chicago, Indiana. According to Koos,²⁶ many school systems have saved time by "Boldly cutting down the twelve year period to eleven for the normal pupils."

In studying the junior high school from the point of view of results a number of other accomplishments are mentioned as evidence of the success of the new plan of organization. The fact that no system which has been reorganized along the lines of junior high school theory has returned to the conventional plan nor has any desire to return been expressed by those in charge of these systems is considered evidence that reorganization has proven satisfactory. It is reported²⁷ that the junior high plan has served better to adjust the work of the school to the children. This seems to justify the claim of providing for individual differences. Another good result attributed to reorganization by the same superintendent is a reduction of congestion in the primary grades. A few principals and teachers whose views were obtained regarding results of reorganization reported: "a more favorable attitude on the part of pupils, probably more favorable than ordinarily obtains, toward further schooling;" "a marked improvement in discipline in the elementary school after the removal of the seventh and eighth grades;" "better opportunity is given the adolescent to develop and express his individuality." The very common adoption of departmental teaching in the junior high school is frequently presented as evidence that the results which are expected to follow departmentalization have actually been obtained in virtue of the new institution. Through this plan of teaching opportunity is provided for students to come into contact with many teachers, some of whom are men. Furthermore

26. *The Junior High School*, p. 29.

27. Mangun, Vernon L., *Some Junior High School Facts Drawn from Two Years of the 6-6 Plan at Macomb, Ill.* Elem. School Jour., pp. 598-617, April, 1918.

these teachers are specialists, who are qualified to give the pupil an outlook upon their particular field not possible in the one teacher plan. Opinions vary so much regarding junior high school costs that the mention by a few of a financial saving as a result of reorganization is not looked upon as a thing to be expected of the junior high school in general. Besides reducing elimination and increasing the number of pupils who, after completing the eighth grade, still remain in school, the junior high school, according to Weets, has brought about "a much saner distribution of high school pupils."

TABLE I²⁸

Distribution

<i>Courses</i>	<i>Under old plan per cent</i>	<i>J. H. S. plan per cent</i>
College preparatory	66	33
Commercial	27	33
Industrial and Household arts	7	34

It may be added that the junior high school has given some secondary education to pupils who would not have entered the high school. Moreover, through election of subjects it has perhaps convinced those who did not continue their choice in the high school of their inaptitude for such work.

Two letters which are considered typical of many received by Briggs²⁹ from junior high school principals in widely scattered areas of the country may be quoted as reflecting the sentiments of those in charge of these institutions relative to results. The first of these letters states: "Our work as now carried on is more interesting to the pupils, and therefore we are holding them in school longer. My belief that the work is more inter-

28. Weet, Herbert S., *Proceedings N. E. A.* 1916, pp. 1036-42.

29. Briggs, *The Junior High School*, p. 320.

esting is supported by the statement of the pupils. In answer to the question whether they prefer the new plan and why, 90 per cent expressed a preference for the junior high school, 40 per cent giving as their reason the advantage of promotion by subject. Two other reasons which stood out were the opportunities for election of subjects and the fact that the work is more pleasant when there is a change of teachers from period to period. Not one of us, faculty or board of education would consider for a moment going back to the old plan." (Ellenville, New York.)

The second letter is as follows: "The change to the junior high plan has had a wonderful effect. The introduction of new subjects and a revision of the content of the old with a modification in methods of teaching have greatly stimulated the children's interest in school work. There has been greater harmony between pupils and teachers, and a more friendly spirit has been clearly evident. Both have been happy in their work and much pleased with the new arrangement. The discipline has been easier, and undesirable tension has been approaching the minimum rapidly. The pupils go about their work in much more business-like way and are more thoughtful and dependable. They have learned to make a better use of their study periods, and the lessons are better prepared. With this has come an increased power of initiative. The result has been gratifying. I have taken pains to question both my corps of teachers and the pupils concerning this new arrangement and I find the answers practically unanimous in its favor. No teacher wishes to go back into the regular grade work, and the pupils express themselves as much pleased at the change."³⁰

From the foregoing it seems safe to conclude that it is not possible, at the present time, to gather data on

30. Chelsea, Mass.

the different results which could be designated typical. This conclusion is strengthened by the willingness of the supporters of the theory themselves to admit that such evidence as has been mustered together relative to the results obtained in existing junior high schools is not entirely satisfactory or conclusive. But they object to the method of determining the value of the theory, namely, by comparing the results procured in so-called junior high schools with those of the conventional school. This objection rests on the claim that very few, if any, real junior high schools exist.³¹ Besides, it is maintained this institution has not been in existence long enough to have permitted many details to be worked out, which experience and experiment alone can evolve. Then, too, many present obstacles, such as lack of qualified teachers, proper equipment, and satisfactory building accommodations, must be removed; many superintendents and principals must be given a clear idea of the aim in view, of the true spirit of the movement, and of the necessity of a definite policy when planning the the establishment of a junior high school.

This objection is not aimed at the above-mentioned criterion of judging theories, but at the attempt to judge this particular theory by results obtained in institutions that do not include all the requirements of the theory. In other words the final test of the junior high school must be the results gained in a school in which all the essential features are provided and in which they are administered in a manner designed to achieve the desired results.

The supporters of the junior high school theory, while admitting the institution is still in the developmental stage, are convinced that the thoroughgoing junior high school, once it is established, will produce expected results. For they no longer entertain any doubt

31. Koos, L. V., *op. cit.*, p. 26.

relative to the soundness of the theory or its workability. It is taken for granted by many that the theory has been generally accepted by the educators of the country. According to Ballou, superintendent of schools, District of Columbia, there is no longer any serious discussion of this question. The educational profession of the country has accepted the junior high school plan. And Briggs³² declares: "The arguments for a reorganization of secondary education so as to provide some form of junior high school are now generally accepted as sound. The broad discussion and debate at teachers' meetings and in educational magazines a few years ago have given place to questions concerning the means of securing the best reorganization of the school system both as a whole and in its details."

The statistical data and opinions of superintendents, principals and teachers cited in this chapter at least indicate that particular junior high schools have produced better results than the traditional school. This augurs well for the new institution, especially when it is remembered that none of these schools has been completely reorganized according to the junior high school theory. When the consensus of opinion of many eminent educators is considered in connection with actual results indicative of the possibilities of a fully developed junior high school, the result is a strong argument in favor of thorough reorganization.

32. *The Junior High School*, p. 322

CHAPTER V

THE JUNIOR HIGH SCHOOL IN THE CATHOLIC SCHOOL SYSTEM

The movement to add a new institution to the existing ones in the educational system in this country—an institution which shall find its place between the elementary school and the high school—has already passed through the stages of academic discussion and that of the consideration of working plans. It is now a fact. Although this institution has not yet taken final form, the laborious task has begun of working out, detail by detail, its specific purposes and the means by which these purposes are to be accomplished. The junior high school has been adopted and is now on trial. While its advocates are convinced that the junior high school theory is both sound and workable, the future alone can settle this question. The purpose of this chapter is to discuss the feasibility of the junior high school in the Catholic school system.

Whether education beyond the grades should be provided for all children is no longer an open question. The recent enactment of compulsory education laws, requiring children to attend school, either full or part time, up to their sixteenth year and in some instances until the eighteenth year, together with the change in public opinion regarding secondary education for the masses have practically settled this matter. "It is no longer a question of whether or not children should be given a high school education, but rather a question of where they should receive it."¹ The trend of Catholic educational discussion in the annual reports of the Catholic

1. Flood, Rev. John E., *The Catholic Educational Review*, Vol. XX, No. 2, p. 66, Feb. 1922.

Educational Association, and the efforts put forth in the past few years to establish Catholic high schools indicate quite clearly that the Church intends to provide her children with the advantages of a secondary education without exposing them to the manifold dangers to faith that exist in non-catholic high schools.

If all children are to receive a secondary education, or at least be given the opportunity to receive a high school training, it is evident that the school must provide the different courses which the various classes of children need. A high school that offers nothing more than the college preparatory course may be willing to accept any child who desires to enter it, but it is not offering equal opportunity to all. In other words the same opportunity is not equal opportunity. The high school must take into consideration the future life work of the child and assist him in so far as it is possible to prepare for the particular field of activity in which he expects to earn his livelihood, contribute his share to society, and work out his salvation. The high school of today then has a twofold purpose, namely, to prepare for college those children, who will have the opportunity to continue their education and to qualify the others to take their place in the world. The problem is to determine the kind of school organization that will best serve this purpose.

There are two leading views today relative to the school and the accomplishment of its purposes. The one maintains the necessity of a complete reorganization, an entirely new arrangement of our educational forces; the other holds that the existing system of organization if properly administered is well able to satisfy all demands that may reasonably be made on the school. The weight of authority, and reason, if some fundamental assumptions are accepted, seem to favor the first opinion. Furthermore practice appears to be gradually conforming to the proposed plan of reorganization, in so far at least as the State schools are concerned. There are one

or more junior high schools in every State in the United States, but as far as could be ascertained no Catholic system has introduced the new organization.

The problem that confronts Catholic educators in regard to the junior high school seems to be: Should this institution be adopted in the Catholic system and is its adoption feasible? The first question to be solved is: Are the purposes, which the junior high school is expected to realize, desirable from a Catholic point of view and are they such as the school may reasonably be expected to accomplish? Should investigation show these purposes to be desirable and their realization a proper function of the school, it still remains to be determined whether the junior high school is capable of accomplishing them; whether it is the most economical plan of organization; and whether it is the best plan? The second question to present itself is: Is the junior high school feasible in the Catholic system involves a number of important administrative considerations.

The ends to be attained by the junior high school are without doubt very desirable. But it is not so certain that the school should be held responsible for the realization of all these purposes. There are other agencies which must bear a share in the work of guiding the child to the perfection of manhood. As noted elsewhere, however, the responsibilities of the school have necessarily been increased through the great industrial, economical and social changes of comparatively recent years.

Most educators, however, consider the aims of the junior high school to fall properly within the scope of the school's work.

Apart from this aspect of the question it is certainly the most natural thing in the world to seek a remedy for any recognized defect in the school. The accumulative argument set forth to prove the existence of a number of defects in the present plan of school organization

leaves no doubt that some repair work must be done or some new parts must be procured to replace those that no longer respond to apparent needs.

Under the existing plan of organization more time is consumed than ought to be necessary for the results obtained. Catholic educators seem to be fairly agreed in admitting this defect of the eight-four plan. Indeed, some leading Catholic educators believe that elementary education can be completed in six years. "With better teaching" says Bishop McDevitt, "with proper conditions in our schools, smaller classes, and a longer school term, the work that is now done in eight years, and done sometimes badly, can be done well in six years. Two years of school life can thus be saved for higher studies."² Brother John Waldron, treating of doing the work proper to the elementary school in six years, writes: "In many dioceses and especially where there is excellent and effective supervision, it can; but, frankly said, in some schools it cannot be done, as long as certain obstacles are there to impede the work."³ At the convention of the Catholic Educational Association held in New Orleans in 1913, Msgr. Howard strongly defended a six year elementary course in a paper entitled, "The Problem of the Curriculum." And in 1919 the same matter was discussed by Fr. Henry S. Spaulding, S. J. He believes absolutely in a six year elementary school. He declared that: "While the printed records of their opinions and discussions may not be many, I wish to state that Catholic educators have for the last thirty years or more been decrying this jumble of educational methods."⁴

2. Cited from Burns, J. A., *Catholic Education*, p. 80. Longmans, Green and Company, New York, 1917.

3. Waldron, Bro. John, "*How many grades should there be in the elementary school?*" Ann. Report Catholic Educational Association, 1910, Vol. VII, p. 290.

4. "*Readjustment of the Time Element in Education.*" Ann. Report, C. E. A. 1919, p. 82.

Granting that too much time is given to elementary education, what then is the remedy? Now it must be remembered that the centre of attack has been the seventh and eighth grades of the elementary school. However, theoretical discussion will never determine the amount of time necessary for the acquisition of an elementary education. Indeed it is not possible for all children to attain the same standard in the same number of years. For practical purposes it seems essential to adopt, at least tentatively, some definite standard of elementary school requirements. Several such attempts have been made.⁵ When some standard shall have been accepted, actual trial alone will or can determine the amount of time the normal child will require for its attainment. In so far as this one question of saving time is concerned, it is difficult to see the necessity of an entirely new institution.

The causes of this prodigal expenditure of time are attributed to poor teaching, poor text-books, and the presence in the curriculum of a large amount of non-essential matters. The proper remedy for any defect is to remove its cause or causes. In this instance, better preparation of teachers, provision of text-books that are designed according to the best known methods, and a careful study of the content of the curriculum with the view of eliminating all non-essential subjects or particular portions of subjects appear to be the logical method of procedure. So, too, the so-called "fads and frills" and "odds and ends" can surely be dropped without the establishment of an entirely new institution. Merely to cut off two grades from the eight years now given to elementary education and to transfer the children to a

5. Lyttle, E. W., *Should the Twelve Year Course of Study be Equally Divided Between the Elementary School and the Secondary School?* Proceedings, N. E. A., 1905, pp. 428-36. Also *Cleveland Report on the Six Year Course of Study*, Proceedings, N. E. A., 1908, pp. 627-28. And Howard, Rt. Rev. Francis W., "The Problem of the Curriculum." Ann. Report C. E. A., Vol. X, pp. 132-47, 1913.

new institution styled the junior high school would probably result in a condition similar to the one caused by tacking a four year high school course on to an eight year elementary course. The reorganization of the elementary school must take place before, or at least simultaneously with earlier entrance into high school work.

If we assume the soundness of the psychological grounds upon which it is claimed that differentiation of work must begin at the end of the sixth year in school or at about the twelfth year of the child's life, some other form of organization than we now have seems to be necessary; for, as Briggs states, "even the beginning of differentiation is impossible in the usual elementary school."⁶ While it is beyond the scope of this treatise to consider the psychological aspect of the question, it may be noted that the adolescent period of life begins earlier for girls than for boys, and that it is not reached by all individuals of the same sex at the same age. The demand for differentiation in work at the age of twelve based on the psychology of adolescence does not rest on a certain argument. There are other arguments, however, that urge differentiation at the end of the sixth school year.

The unduly large number of children who leave school at the end of the sixth, seventh and eighth grades is believed to be owing, in no small measure, to lack of provision on the part of the school to meet the particular needs of these children. Even the few who expect to continue their education through high school and college are detained unnecessarily long in elementary work. On the other hand, the children destined to enter upon their life's vocation at the close of their elementary school course find nothing in the present seventh and eighth grades that appeals to them as essential or even advantageous. This at least indicates the urgency of provid-

6. *The Junior High School*, p. 17.

ing offerings in the seventh and eighth grades that will meet the needs of such children. When both children and their parents are convinced that the school is prepared properly to care for their natural abilities, interests and capacities, and that the school will, in the long run, do them more good than immediate entrance into some haphazardly chosen occupation, far more children, no doubt, will give more time to education. But the mere retention of children in school is not in itself an asset. There is danger that anxiety to prolong the school-life of all children will, under the guise of a false doctrine of interest, result in catering to the caprices and whims of some of them to such an extent as unwittingly to encourage loose, lazy habits of work, and at the same time to develop unstable, wavering, superficial characters. Unless the child profits by his stay in school, he is better off at work. There are many children undoubtedly engaged in occupations of one kind or another who would have been of greater benefit both to themselves and to society had they received a better education, or rather had the school provided the kind of education their individual needs demanded.

Another fact seems to support the contention that differentiation should begin earlier. The large amount of retardation is certainly due in part to lack of proper regard for the individual differences in children. It is a waste of time, money and energy to have children repeat work for which they are evidently not qualified. Then, too, different courses will be a powerful aid in discovering different capacities, tastes, interests and abilities, and enabling pupils to make a more reasonable choice of a vocation and of a preparatory high school course. No scale of measurement has yet been invented by which the amount of retardation obviated by the junior high school can be determined. Nevertheless the conviction is strong in the minds of many educators that it merits some credit for improvement in this respect.

Nor will the school be able to discover the different capacities of the child to an extent that will result in infallible guidance toward the correct vocation. But surely it will be far better able to direct the child, after testing his abilities, than such agencies as the street, child companions, and advertisements in newspapers and magazines. No one will deny the desirability of differentiated work in so far as it will contribute to the reduction of elimination and retardation and in so far as it will contribute to better preparation of children for their life's work.

While statistics are not available to show the exact amount of retardation and elimination in our Catholic schools, the similarity of our system with that of the State would naturally lead us to expect the existence of both these defects. Dr. McCormick, who examined the statistics available in 1911, said: "It would appear from the data we possess for our Catholic school system, that both classes of children (retarded and eliminated) are with us to an alarming extent." In addition to the defects just mentioned, retardation and elimination, it must also be recognized that there is no more provision for individual differences in our Catholic schools than in the usual eight-four plan.

The junior high school will undoubtedly provide conditions for better teaching. Under this plan large numbers of children of approximately the same age are gathered together in the same building, and this fact permits a classification as homogeneous as possible. Evidently the nearer alike the children of each class are in capacity, ability and acquired experience, the easier the task of the teacher in furthering their education. With a group of this type any teacher should obtain better results than are possible in the ordinary eight grade elementary school. Better conditions for teaching,

all other things being equal, and a higher degree of scholarship on the part of the pupils will certainly result from better teaching.

Some remedy for the crowded conditions of our schools is an urgent necessity. It is most unreasonable to expect any teacher to do justice to every individual in a class of 100, or 80, or even 70 children.⁸ Such a condition is not only an evil in itself, but a contributory cause to other evils of the schools; retardation, poor scholarship, and untimely elimination. There can be no doubt that congestion is an evil, and the purpose to remedy it most worthy of consideration and action. The junior high school, an entirely new institution, may not be the only cure for this particular malady of the elementary school, but it is one cure.

Besides relieving congestion, the segregation of children in the adolescent period of life is intended to provide conditions in which discipline, suited to their peculiar needs, may be more easily maintained. This aim in itself is undoubtedly good, for the child can hardly come to a proper appreciation of personal responsibility unless he is gradually made to rely upon himself. Now the difficulty of obtaining even "Passable behavior on the part of boys and girls in the upper grades of our eight-year elementary schools . . . is a matter of common knowledge. The struggle is often so arduous that there is evidence that sometimes the primary consideration in selecting teachers for and assigning them to these grades is the ability to police, rather than to instruct."⁹ On the other hand, "it can hardly be denied that in this field (providing for the transition from total dependence upon the teacher to dependence on self) the junior high school is achieving one of its most marked successes."¹⁰ Furthermore conditions of discipline are not only bettered

8. Note: The existence of such conditions in our schools is reported in a letter from the superior of one of the large teaching communities.

9. Koos, L. V., *The Junior High School*, pp. 72-73.

10. Briggs, T. H., *The Junior High School*, p. 247.

for the adolescents, but marked improvement has also resulted in the elementary schools from which the seventh and eighth grades had been removed.

While we do not believe the discipline in our Catholic schools is such a difficult problem even in the seventh and eighth grades, there probably is reason to question the desirability of maintaining the kind of discipline suitable to childhood in these grades. None of us, it is true, ever become entirely independent of authority, still there is a difference between the dependence on authority on the part of the child and that of the adult. From childhood to manhood, there should be a gradual decrease in this dependence and a gradual increase of self-reliance. Whether this transition can be accomplished under our present form of organization is a question. In the past, it seems safe to say, it has not been accomplished. On the other hand, if the results experienced in State junior high schools are indicative of what may be expected of Catholic junior high schools, there is reason to believe that much may be hoped for in respect of proper discipline by establishing them in the Catholic system.

The necessity of vocational education at an earlier age is another problem that has received considerable attention in connection with the junior high school. The term, vocational education, is taken in its generic sense and includes trade training, vocational guidance, pre-vocational training and avocational training. There are a few instances in which trade training might reasonably be defended in the junior high school, but these instances are the exception rather than the rule. Besides the danger of arrested development in too early specialization, it seems impractical to provide the large amount of equipment, space and special teachers necessary for training in particular trades, in view of the very small number of pupils that would take up each trade.¹¹

11. Lutz, B. B., *Wage Earning and Education*, Cleveland Foundation Survey.

Adverting to the fact that in a junior high school of 1,000 boys and girls, there would probably be only five boys who are likely to become composers, Lutz says, "The expense for equipment, for the space it occupies, and for instruction renders special training for such small classes impracticable."¹² Vocational guidance, general pre-vocational education and some sort of training that will assist the pupil in the proper use of leisure time are generally accepted as proper functions of the junior high school. Catholic educators we believe, might well subscribe to these purposes as desirable if not entirely necessary functions of the school. It is true that at the age of twelve the average pupil has very restricted ideas regarding his future and a very incomplete conception of the different vocations.¹³ If he has made a choice—and this would seem to be true of children even two or three years older—he is usually unable to give any intelligent reason for the choice made. Nevertheless, at the age of twelve children might well be instructed regarding the necessity of choosing a future occupation and given such knowledge and help as will serve them in making a choice when the proper time arrives.

There are a number of other purposes commonly ascribed to the new plan of organization, but examination of the literature on the subject shows clearly that none of them receives the frequent consideration of those already mentioned. Since all these less frequently mentioned aims are to be realized through the same features as the more commonly mentioned aims, we shall pass on to a consideration of these features. In this respect the most frequently mentioned and certainly the most common factor in practice, is departmental teaching. Many arguments have been offered in support of this method of teaching in the grades which, properly, belong to the

12. *Op. cit.*, pp. 48-49.

13. Lewis, Ervin E., *Work, Wages and Schooling of 800 Iowa Boys*.

junior high school. A number of the identical arguments have been advanced in opposition to it. For instance, it is claimed that departmental teaching will result in increased interest and consequently in better work on the part of the pupils, while others maintain the result will be confusion of the pupils. The chief danger of departmental teaching in grades seven and eight is that the individual will not receive the personal attention he needs. Observations made in a number of schools in which this method prevails indicate a tendency to lose track of the individual. Furthermore the demand for a system of personal advisers is a mark of the weakness of departmentalization. Then, too, if the change from the one teacher plan to the many teacher plan at the end of the eighth grade is too abrupt and consequently bad, what is to be thought of such a change at the end of the sixth grade? There are no data or, at least, not sufficient data as to results that permit an accurate measurement of the value of departmentalization. While some form of partial departmental teaching seems imperative in a fully equipped junior high school, we believe full departmentalization is a mistake. The formation of the child's character requires that he receive considerable personal attention at the age of twelve or thirteen. It seems quite possible to work out a plan of partial departmental teaching for seventh and eighth grade pupils in which every class will be responsible to one teacher and one teacher responsible for every child in his or her class.

Promotion by subject is a feature of the junior high school calculated especially to reduce both retardation and elimination. It is a means of giving the pupil credit for work done in each subject and of avoiding the necessity of repeating work creditably finished on account of failure in one or two branches. There may be some difficulty in certain instances in arranging the program of studies, especially where the number of pupils in the same grade is small, but the advantages promised by this

plan of promoting seem to warrant its adoption. The practice of promoting by subject, though not yet universal, is rather common in junior high schools.¹⁴

Systematic supervision of the pupil's study will serve the very important purpose of teaching him how to study and at the same time will prevent no little waste of time. Moreover, it will aid the teacher greatly in recognizing individual differences in the pupils. There is no apparent reason to differ with the gradually increasing tendency to favor this mode of classroom procedure. It is considered most desirable. Details in practice show a wide variation, especially in regard to the amount of time that should be given to supervised study. But here again final settlement of details must wait upon the findings of experience and careful experimentation.

The most important feature of the junior high school relative to the realization of its purposes is the large number of pupils of approximately the same school standing that are gathered together in one building. Differentiated courses—the means of discovering individual differences as well as providing for them—seem to be impracticable, to say the least, in the ordinary elementary school where there are comparatively few children in the seventh and eighth grades. Furthermore large numbers are essential for homogeneous classification—the chief means of providing for better teaching and consequently better scholarship. Moreover economy of administration depends on the full use of the school equipment and of the time of special teachers. The expense of providing for the simplest kinds of manual training would seem to be prohibitive in a school in which there are only fifty or sixty boys in the seventh and eighth grades. The same is true of the equipment necessary for the teaching of domestic science. In a word a large body of pupils is the very foundation of the junior high school.

14. Briggs, T. H., *The Junior High School*, p. 154.

The purposes of the junior high school are such, we believe, as will receive the approval of all Catholic educators. There may be room to question some of the means by which the junior high school is attempting to achieve these purposes. Some may not admit that all these purposes belong properly to the school, while others may still be convinced that all of them can be attained in the traditional plan of organization, if it is properly administered. It is, however, beyond the scope of this treatise to enter further into the theoretical discussion. Suffice it to say that the junior high school plan has been widely accepted as the best means of attaining the purposes generally accepted as proper aims of the school of a democracy. And even though it is impossible to show that the results obtained by schools of this type already in existence are all that was expected, still there is a certain general satisfaction with this institution and evident signs that it is being adopted by more and more systems.

It is beyond assumption to say that the junior high school can be introduced in the Catholic system, if the proper authorities, our bishops, pastors and educational leaders decide that it will improve the quality of Catholic education. In the past the church has never failed to give her children an education that properly prepared them for the social, economic and political conditions of their time. So today we have no doubt the church will meet all the conditions necessary to give her children the kind of education that is essential to prepare them for the present peculiar conditions of life. There are however a number of obstacles in the way of introducing the junior high school into the Catholic school system. These, however, cannot fail to yield to the united efforts of our devoted clergy, self-sacrificing religious men and women, and ever faithful laity.

Before setting forth what is believed to be a workable plan for the introduction of the junior high school

into the Catholic system, it is deemed necessary to state what the writer believes to be the essential features of this new institution. It must be noted that certain local conditions will make a large number of modifications imperative. The rural junior high school will necessarily differ in some respects from the junior high school in the town, or small city. In the large cities this institution will provide opportunities not possible in smaller communities. And even in large cities the different local conditions will probably call for some variations in organization. For these reasons it is proposed to offer only a general outline of the features of this school.

The junior high school is a separate division of the educational system functionally related to the elementary school on the one hand and to the high school on the other, to provide properly for the peculiar needs of adolescent children. The purposes of this school require some differentiation of work, promotion by subject, supervised study, especially prepared text-books, and some form of partial departmentalization. These features in turn demand a building suitably constructed and properly equipped; a large student body, which should include children of the seventh, eighth and ninth grades, and in some instances the tenth; an efficient principal and a qualified staff of teachers.

Assuming then the necessity of reorganization in the Catholic school system and that the junior high school plan is the best available, we suggest the following plan for its establishment:

Any plan by which this institution is to be established in the Catholic system must provide for a school unit larger than the parish. This requirement can be met by uniting two, three or more parishes, as conditions demand, into a junior high school unit of administration. This will not interfere in the least with the parish elementary school. It will of course reduce the number of grades and consequently the number of children in

these schools, but this should be an advantage in view of the crowded conditions. When the size of the district has been determined by the number of Catholic children in a given territory, the school should be located as centrally as circumstances will allow—in such a way if possible that no child will have more than two miles to travel to school. This distance is a little greater than Spaulding's¹⁵ standard for the maximum distance for pupils to travel, but it is believed that Catholic parents and children, too, will readily recognize the difficulties of providing schools of this type in a small area, especially if the Catholics are few, and that they will readily make the little sacrifice demanded in the interests of religious education. The chief consideration in the formation of these districts is to obtain an attendance of from 400 to 600 pupils. Opinions differ on this question, it is true, and practice varies still more. Nevertheless it seems many advantages of this form of organization must be missed if the number is smaller, while on the other hand, if it is larger the work of the principal, the unifying agent of the school, can hardly be properly attended to.

The grounds should be ample for the amount of outdoor work to be done and for proper recreation. Different estimates have been made relative to the amount of ground necessary, but finally local possibilities must determine this matter. The building of course must conform to standard requirements in the matter of light, heat, ventilation, floor space per pupil, fire protection, etc., etc. But in addition to these standard requirements, the junior high school building should have a kitchen for domestic science work, a work room for manual training, a gymnasium and swimming pool, an auditorium for social affairs, and, in cases where it is

15. Superintendent Spaulding thinks that a distance not exceeding one mile is desirable for children of junior high school age, and that the maximum distance should not exceed one and one-half miles. Cited from Briggs, T. H., *The Junior High School*, p. 271.

not in the immediate vicinity of a church, a chapel. The same space might readily be used as chapel and auditorium, provided the building is constructed with this intention in mind.

The problem of obtaining teachers for junior high schools has been and still is a most important consideration. In the Catholic system the teachers now occupied with seventh and eighth grade work would be the most available. The experience these teachers have had, supplemented with a special course on the junior high school, including a general treatment of its purposes, the means by which they are expected to be accomplished, the psychology of adolescence, and junior high school methods, would furnish our schools with teachers at least equal to those in the State junior high school, provided, of course, they have had adequate academic training. This arrangement would not call for more teachers. In some instances, as a consequence of equalizing the number of pupils in each class, consolidation might result in a saving of teachers. The chief difficulty in this respect seems to be the securing of male teachers for junior high schools in our system. The shortage of religious in practically all the teaching brotherhoods is only too well known. The discussions and suggestions in the meetings of the Catholic Educational Association on ways and means of fostering vocations for the teaching orders leave no doubt that many more teachers are needed even under present conditions.¹⁶ There can be no doubt that sufficient vocations to the religious life exist, for "God, assuredly, in His unfailing providence, has marked for the grace of vocation those who are to serve

16. Proceedings C. E. A. 1920, p. 217, "*The Need of Religious Vocations for the Teaching Orders*. Hayes, D. D., Rev. Ralph L., *Ibid.* p. 485. *Vocations for the Religious Life*. A Sister of Holy Cross, Notre Dame, Ind. *Ibid.* 1921, p. 301. *On Vocations to the Teaching Brotherhoods*. Sauer. Brother George N., S. M.

Him as His chosen instruments.”¹⁷ It remains for all responsible for the direction of the young to make use of all the means suggested by those who have carefully studied the question of vocations to the teaching orders and then we may be sure there will be no shortage of teachers for our schools. “It lies with us,” continues the Pastoral Letter, “to recognize these vessels of election and to set them apart, that they may be duly fashioned and tempered for the uses of their calling.” All “who have the care of souls,” parents and teachers, are “charged” by the bishops “to note the signs of vocation, to encourage young men and women who manifest the requisite dispositions, and to guide them with prudent advice.”¹⁸

Then, too, the difficulty of securing men teachers may be overcome to some extent by enlisting the services of some of our young priests. We believe there are many who would find delight in school work; some, given the opportunity for professional training, would make excellent principals of either junior or senior high schools; others might prefer classroom work. Almost all assistant priests or curates could find a few hours during the week that could be devoted to the school with great profit to themselves as well as to the cause of Catholic education. If this future work in the school were kept in mind by those who are responsible for the preparation of candidates for the priesthood both in the minor and major seminaries, at the end of his course the newly ordained would certainly be well prepared academically for teaching. And it should not be impossible to devise a plan, should our bishops deem it advisable, whereby all priests who are to engage in school work would be permitted to spend one year, at least, at the Catholic Uni-

17. *Pastoral Letter of the Archbishops and Bishops assembled in Conference, September, 1919*, p. 28. The N. C. W. C., Washington, D. C., 1920.

18. *Ibid.* pp. 28-29.

versity where, we believe, a course offering the necessary professional training would be gladly given by the university authorities.

In the standard junior high school, each grade will be divided into three, four or even five classes, composed of pupils as nearly equal as possible. The same subjects should be required in each class, but the course should be limited in such a way regarding time as to permit some elective subjects. These electives, it is believed, should be arranged in groups on the basis of the possible future occupations of the children. The child's elementary school record, his own desires, the wishes of his parents, and the opinion of his former teachers may be made the basis for determining the elective course he is to follow. Since this choice cannot be more than tentative, it should be possible for any child to change at the end of each semester. This arrangement will serve the two-fold purpose of testing each child's capacity for a particular vocation and of giving him a general view of the many different occupations in which men are engaged. In each course actual experience, as far as possible, should be added to the verbal instruction on the requirements for the particular vocation.

The chief considerations in the formation of the curriculum of the junior high school are to determine the subjects that will be taught and which shall be required or elective. The value of a subject in achieving the ultimate and proximate ends of education depends principally upon the matter treated and the method of presenting it. The subjects that are of general necessity for social integration and welfare, for individual culture, and for continued training in the fundamental processes should be obligatory. In addition to the required subjects different groups of electives will provide general basic courses leading to a professional, an industrial, an agricultural, or a commercial career. A domestic instead of an industrial arts course should be offered for girls.

Furthermore a number of extra-curricular or social activities will be a great benefit to all pupils.

The detailed planning of time schedules and the assignment of work to the teachers will require careful study and considerable experimentation. In general one teacher may be expected to handle the courses in Religion, English, and the social studies in the seventh and eighth grades. This teacher should be known as the class teacher and should be made responsible for each pupil of his class in all phases of the pupil's school life. Mathematics, industrial arts, domestic science, general science and the languages, though required subjects, are of such a nature that they will demand special teachers. The elective courses will necessarily require more specialized work and hence special teachers. This plan will provide better, it is believed, for the symmetrical development of the child than the one teacher for every subject plan. It will also make better provision for proper correlation of work, and at the same time avoid the danger of too early specialization. At the same time the child by coming into contact with different teachers in his elected course will be gradually introduced to the departmental method. Furthermore the fact that some of the studies found in the elective courses are properly secondary school subjects will serve to bridge the so-called gap between the present elementary school and the high school. The pupils who have passed through a junior high school of this type will be prepared to enter upon the work of the senior high school with as much ease as they pass from one grade to another in the lower schools. This condition should prove to be a remedy for the undue pupil mortality at the end of the first high school year.

It is unnecessary to treat of the spirit that should guide the religious teacher or the motives that should bring forth whole-hearted interest in his work. All our teachers have received ample preparation in this respect.

Bound by sacred vows freely taken to obey their superiors, they readily appreciate the necessity of accepting and cooperating with the plans laid down by the principal under the instruction of the diocesan superintendent. Since their motives in entering a teaching order are the highest that can actuate a teacher, viz., the love of God and the spiritual and temporal welfare of children, they seek no earthly reward but look forward to that eternal reward promised by Him Who knows all things. We may therefore reasonably expect that every such teacher will give the very best that is in him.

The administration of all junior high schools should be in the hands of the diocesan school board. The executive officer of the board, the diocesan superintendent, should have the same direction of these schools as he has of the elementary and senior central high schools. And the position of the pastor relative to the parochial school might be filled by a committee composed of all pastors whose parishes have been consolidated into a junior high school unit of administration. The management of the school and the entire work of supervision should be left in the hands of the principal, who, it is understood, will work in harmony with and under the direction of the diocesan superintendent. The principal should be free to devote his entire time to supervision and administration and not be hampered in the exercise of these duties by any obligation of teaching. This of course may not always be possible in practice but it is ideal and should be aimed at in all instances.

There are assuredly many obstacles which must be removed before this or any other junior high school plan can become a reality in the Catholic school system. The chief difficulties seem to be the location of the building, obtaining the necessary finances, and the securing of qualified teachers. The internal arrangement of the school, determining the courses of study, selecting textbooks, arranging a time schedule and many other details,

though by no means an easy task, may well be left to the knowledge and good judgment of the superintendent and his advisers. These matters can always be changed when more definite knowledge is obtained through experimentation and experience.

The most serious obstacle will be securing a site for the building that will permit a sufficiently large number of children to attend the school without having to travel too great a distance. In some places this difficulty may necessitate a special plan and even a sacrifice of some advantages of the organization. But as noted above in most instances, it seems safe to say, Catholic parents will readily realize that the inconvenience of distance is not to be compared to the advantages their children will receive in getting a sound religious training at the same time that their other educational needs are cared for in a much better manner than is possible without consolidation of our educational forces.

It is generally conceded that the cost of the junior high school will be greater than the cost of the elementary school. This does not mean the attainment of the same educational proficiency will cost more under the new plan. In fact it has been demonstrated that under the junior high school plan of organization a training in every way comparable with that obtainable under the eight-four system can be secured at less expense.¹⁹ The purpose of the junior high school is to provide a better education. This obviously will entail a greater expenditure of money. If our schools are to survive, Catholic children must be given in addition to their religious training as good a preparation for their lives here below as they can obtain in the State schools. Our Catholic people upon whom the financial burden of the school must finally rest have never failed to support every worthy cause in the past and there is no reason to doubt that now and in the future they will willingly supply the

19. Briggs, T. H., "*The Junior High School*," p. 84.

necessary money to provide their children with the kind of education demanded by present social conditions. Besides it has been shown that by providing their own schools, our people have actually been obliged to spend less money than would be the case if all our children were educated in the State schools. This of course is due to the self-sacrificing spirit of our devoted religious teachers whose salaries are far less, sometimes only about 1/6 as much as teachers in State schools receive. While this new type of school will necessitate an increased expenditure, there is no doubt that our people, once convinced their children will benefit in proportion to the outlay, will supply the funds for it.

CONCLUSION

Reorganization of the State school system in accordance with the junior high school theory is taking place rapidly in all parts of the country. "It is not improbable that five years may see its inclusion in the majority of the schools of the country. Prof. Davis, of Ann Arbor, has investigated the junior high schools in the North Central Association territory, 1917-18, and has found that about one-fourth (2,931) of the accredited schools of the region contained this form of organization, and that about one-sixteenth (72) had been organized in 1917. The year 1918, Prof. Davis believes, will show an even greater increase. It is believed that the growth in the region for which he reports is typical of the whole country."²⁰ From conversation with the superintendent of schools, and the principal of the junior high school of the District of Columbia; a teacher in the junior high school in Holyoke, Massachusetts; and through communication with a member of the board of education in Racine, Wisconsin, the writer is informed that in these and other

20. Report of the U. S. Commissioner of Education for the Year Ending June 30, 1918, p. 41.

places plans are crystallizing for the construction of one or more buildings especially adapted to junior high school purposes. It seems safe to conclude in view of these conditions that the junior high school plan of organization is destined in time to supplant the system now in use.

In the past the organization of our schools closely resembled the organization of the secular schools, and this condition was not always a matter of choice. In spite of the fact that many Catholic authorities long ago thought the eight-four plan unsound, "yet they decided to submit to the force of circumstances and adopt a plan that was in harmony with the public educational system."²¹ In pointing out the similarity between our schools and the public schools, Dr. Howard remarks, "The eighth grade elementary system has been generally adopted in this country, and our parish schools have from necessity conformed with it."²² There is no reason to question, we believe, that our schools must conform in a general way at least with the State schools. Now that the State schools have begun to work out a plan of reorganization which substantially harmonizes with the views of many Catholic educators relative to sound pedagogical principles and that the Church has undertaken to provide secondary education for all her children, the time seems opportune for a reorganization of our schools on these same principles.

21. Spaulding, S. J., Rev. H. S., *Readjustment of the Time Element in Education*, C. E. A. Proceedings, 1919, p. 83.

22. C. E. A. Proceedings, 1913, p. 137.

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VITA

Joseph Earl Hamill was born in Indianapolis, Indiana, on January 3, 1886. He received his elementary education from the Brothers of the Sacred Heart in St. Patrick's school in his native city. In September, 1900, he entered St. Meinrad's preparatory seminary at St. Meinrad, Indiana. After completing the classical course he was admitted into the major seminary, where he studied his Philosophy and Theology. On June 5, 1909, he was ordained to the priesthood. Having served as assistant priest for three years he was placed in charge of a parish. In the year 1919, he entered the Catholic University of America. The principal courses pursued in his graduate work were in education. He followed the courses in School Administration and Supervision and in the History of Education under Very Reverend Doctor McCormick; the course in the Philosophy of Education under the late Very Reverend Doctor Shields; the course in the Psychology of Education under Father McVay; and the course in General Methods under Reverend Doctor Johnson. The courses of Rt. Reverend Monsignor Pace in the Philosophy of the Mind and in Genetic Psychology were taken as first minor and the course of Reverend Doctor Kerby in General Sociology was taken as second minor. In addition he attended the lectures of Doctor Parker in Biology; those of Reverend Doctor Moore in General Psychology; and those of Doctor Brockbark in Experimental Educational Psychology.

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